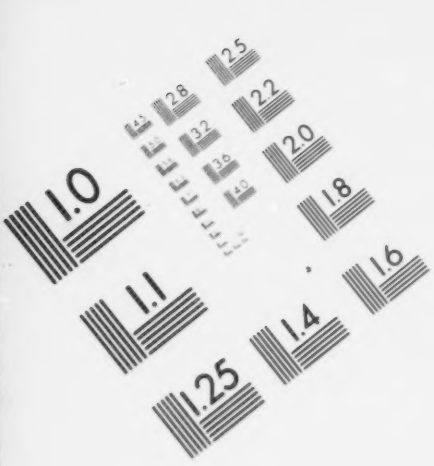

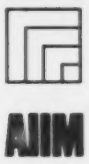

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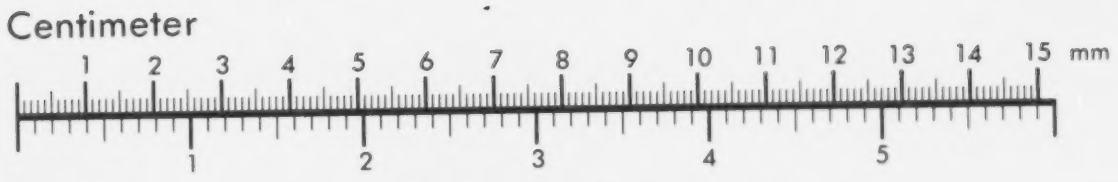

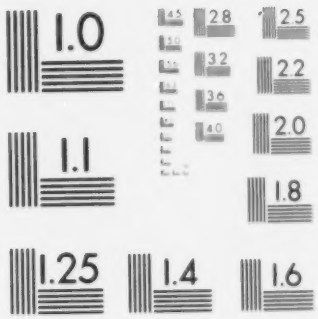

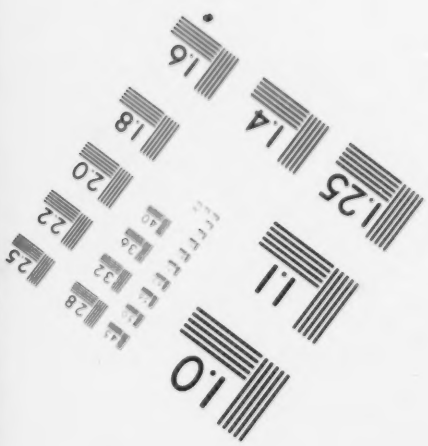

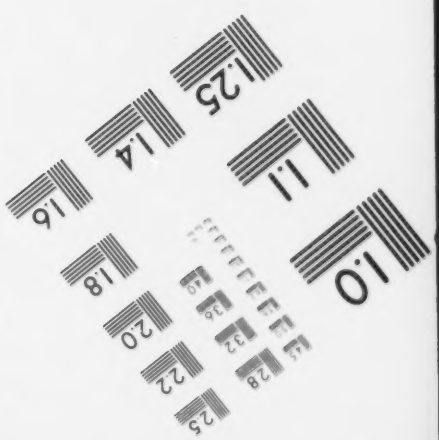

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ABSTRACT

This document is a report of a two-year effort by Duke University Press to make National Collegiate Software (NCS), a clearinghouse for faculty-authored liberal arts software for classroom use, a viable, scholastically respectable, self-supporting operation. NCS initially had been operated by North Carolina State University. When Duke University Press took over the program, it was with the expectation that the operating and marketing efforts needed would be analogous to those used for the books and journals published by most university presses. Duke turned the program into a more sophisticated software publishing operation rather than the clearinghouse it had been, and gained national recognition for a number of titles. However, the project never achieved break-even status, and the list of 170 software titles was sold to a commercial publisher. A catalog of the software that was available under the Duke University Press imprint is appended. (CH)

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FIPSE GRANT FINAL REPORT

Grantee Organization: North Carolina State University
NCSU Box 8101
Raleigh, NC 27695

and

Duke University Press
6697 College Station
Durham, NC 27708

Grant Number: P116B80063

Starting Date: 9/1/88
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Project Director: Paul W. Baerman, Director
National Collegiate Software of
Duke University Press
6697 College Station
Durham, NC 27708
Telephone: 919-684-2173

FIPSE Program Officer: Sandra Newkirk

Grant Award: Year 1: 43,528
Year 2: 27,227
Total: 70,755

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EXECUTIVE SUMMARY
Dissemination of Liberal Arts Software

Duke University Press
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PROJECT OVERVIEW

Even in the liberal arts, academic careers are being built on a bedrock of publications in many media, including software. Yet most commercial software for higher education merely automates existing tasks--even the turning of pages.

"Educational software" can be said to embrace three categories: *productivity software*, or student versions of word processors, spreadsheets and database management systems; *instructional programs* per se, like the ubiquitous computer tutorials that dominate the public domain; and specialized programs by and for academic research applications, advanced learning, and scholarly reference, which we call *scholarly software*.

The National Collegiate Software division of Duke University Press sought to provide a publishing model in which peer-reviewed, faculty-written instructional and scholarly software for the humanities and social sciences was treated with the same seriousness as monographs and journal articles. Such software would help students learn in ways which would be impossible without the computer while giving authors the imprimatur their curricula vitae needed.

We learned that software publishing has less in common with book publishing than we had hoped; that resistance to technology persists at the grassroots level of university staffs as well as among users. Although we distributed over 9,000 software packages to 1,000 colleges and universities, we were over-optimistic about the pace of change we could manage both within Duke University Press and among instructors nationwide. After the FIPSE grant expired, all software products were transferred to a commercial educational publisher.

PURPOSE

The mission of National Collegiate Software was to provide development, testing, marketing and distribution assistance for specialized software not supported by the private sector. We wanted to seek out and publish the best faculty-authored microcomputer software for teaching and research in the humanities and social sciences.

We saw ourselves leading the way for university publishing of academic software and "electronic books," which promise to change drastically and forever the operations of university presses.

We expected to play a vital role in the growing university movement, spearheaded by librarians, to keep "knowledge property" within the university community (as opposed to giving it away to commercial publishing firms, which then sell it back at high cost to

the university).

BACKGROUND & ORIGINS

National Collegiate Software (NCS) was taken on in 1989 from North Carolina State University, where it was had been a no-frills outlet for faculty-authored liberal arts software. Run from a corner of an associate dean's office, it fit well the name "clearinghouse": a wide variety of software products in the social sciences and humanities were distributed through an ever-expanding catalog, with little support provided to either the authors or the buyers of the software. Quality was uneven.

At the beginning of the grant the portfolio was still growing at the rate of 12-36 new products each quarter, with the same number of upgrades. One-third of the new titles and two-thirds of the upgrades were developed in-house.

The Press took on the program with a commitment for the two-year period of the federal grant, based on projections of financial breakeven during that period. Additional staff hired included a fulfillment clerk, and a software specialist to handle the more technical matters.

PROJECT DESCRIPTION

To position NCS for long-term growth, project director Paul Baerman focussed efforts on fewer disciplines, dramatically improving the quality of its portfolio and its manufacturing controls, its relations with authors and customers, and its prospects. The name "clearinghouse" was dropped to underscore the new concern with quality and Duke's intention of adding value during all phases of the publication process.

We initiated telephone support during normal business hours, and added a technical support form to all manuals to encourage submission of bugs uncovered by users.

Of course we had to sacrifice considerable revenue as we stopped promoting most of our existing titles, limiting the portfolio to about 70 products, including over a dozen newly introduced pieces and several extensively rewritten ones. Only in the winter of 1991 did we reach a point where we could begin to concentrate on bringing in revenues at a stepped-up level by abandoning the "commodity" approach in favor of promoting strong individual titles one at a time. But it was already too late.

Direct mail remained our main channel (virtually our only one) though we wanted to explore personal selling at conferences and the use of distributors. Published reviews of new and revised products were often favorable but were simply a long time coming.

PROJECT RESULTS

In NCS's two years at Duke, the Press's national reputation and credibility as an educational software publisher were increasingly

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well established among its customers.

A number of titles were reviewed favorably in national media, were featured topics at panels at national meetings, and even won awards.

Still, our evaluation of the project as a whole must remain largely anecdotal, since formal research on whether and how our software improved learning, retention, or grades remained with our users, the faculty around the country. But in our stated terms--the expectation that we would break even--we failed.

We can take heart from the fact that we distributed over 9,000 pieces of faculty-authored software, many of which are now in regular use at American universities and colleges and which will continue to be updated by the authors and by William C. Brown, the commercial publisher who now owns the National Collegiate Software portfolio.

Because of the association with Duke University Press, National Collegiate Software conferred credibility on the honorable intellectual task of writing software for teaching and research.

SUMMARY & CONCLUSIONS

The imprimatur of a university press, although customers do not visibly react to it, often has a profound attraction for faculty software authors whose work benefits from the credibility a peer review process confers: truly, scholarly software is coming to earn the respect that a book or article may if published through a university press.

Because NCS software having usually retained most of the author's own code, it could fairly be said to be his or her work rather than an adumbration of something prepared by "hired guns". This was a source of pleasure for authors, and a source of suspicion for customers.

"Micro-marketing," the ability to meet the needs of precisely defined market segments almost to the level of the individual, was a requirement if NCS's scholarly software was to succeed by any yardstick; consequently, two of our most urgent initiatives for the coming year were to have been the construction of a customer database and the hiring of a full-time marketer.

At bottom, instructional software must prove itself as a cost effective tool competing against overhead transparencies, lectures, and textbooks. It "wins" only when it can free the instructor's and class's time for more important tasks, or when it allows users to do with the computer what they could not do without it--to go beyond learning *about* sociology or political science, for instance, and instead to *do* what sociologists or political scientists do.

The market both for scholarly and extended instructional software favors a publisher with high standards, quality controls, a broad network of collegial working relationships in academia, and a reputation for excellence equivalent to that of a seasoned university press. But it will take more time and resources than we had.

Project Overview

As computer literacy among faculty increases, software is becoming recognized as a legitimate tool in teaching and research--even in humanistic disciplines traditionally reluctant to embrace new technology. Careers are being built on a bedrock of publications in many media, and some academics have received tenure partly on the basis of their software publications. The future will bring many opportunities for joint projects between books, journals, libraries, faculty, and computing groups at universities everywhere. But some areas lag behind.

Booming fields such as science and medical education receive a great deal of attention from hardware and software companies; high-end applications such as interactive video are common, and competition abounds. One need only look at Optical Data Systems, Videodiscovery, or The Voyager Corporation, all specialized developers and distributors of interactive laser discs, for evidence. Yet the social sciences and humanities, though their professoriat is "computerized," feel like poor cousins when it comes to innovative software: showy, state-of-the-art programs designed for their unique needs are all but nonexistent, and the high-tech world seems only to lend them its castoffs. Most higher education software, as promulgated by commercial agents, merely automates existing tasks. At worst, it automates the turning of pages.

It is here that we sought to be a change-agent, to lead our colleagues in scholarly publishing and on liberal arts faculties toward a new dawn in which the computer would enable students to learn in ways which would be impossible without the computer. There was, we believed, a new class of software publisher sorely needed in higher education: we had heard and read the countless complaints about educational software's quality and paucity, and we had a growing sense that not only scholarly publishing but higher education itself might take years to catch up with the

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electronic revolution. What was wanted was an operation different in kind from professional commercial developers like Borland, Microsoft, or Lotus, whose eye must always be on the main chance, the biggest market (e.g., elementary and secondary schools), and just as different from commercial distributors who add little value to the product. What was wanted was a sympathethic and collegial publisher of innovative and specialized work by and for faculty and their students, someone to provide guidance, testing, packaging and marketing, manage the review process, offer editorial services as well as technical support to users--in short, a scholarly software press.

As high-powered desktop computers have become more affordable, faculty, student, and classroom access to machines is increasingly taken for granted. The demand for specialized software has grown and is growing, especially in the neglected areas of the liberal arts.

The market for scholarly software is currently being met haphazardly, and sometimes not at all. Many of the needs that research or reference software address are now met by sheer legwork on the part of faculty or graduate students--a process that is slow, inefficient, and expensive. That is, not using a microcomputer at all is the chief substitute "product".

Yet we learned that software publishing has less in common with book publishing than we hoped; that resistance to technology persists at the grassroots level of university staffs as well as among users; and that five years would have provided a more realistic test than two years did, since the lead-times for decision-making, reviews, and the institutionalization of change are so lengthy. We were right about the needs to be met and the trends to be considered, but we were grossly over-optimistic about the pace of change we could manage both within Duke University Press and among instructors nationwide. We

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distributed some 6,000 software packages to 1,000 colleges and universities in our two years of operations; we helped authors gain credibility for a new kind of writing; but we did not break even as we projected.

PURPOSE

". . . the mission of the NCSC is largely to provide development and distribution of specialized software not supported by the private sector," wrote Professor David Garson, the original project director. "It is not only a publishing/distribution service but also is a national resource for assisting faculty authors with development and improvement of their work--a national educational software initiative of direct and tangible assistance to faculty authors all over the country."

While our sense of mission evolved over the term of the project, one thing remained clear: we wanted to seek out and publish the best faculty-authored microcomputer software for teaching and research in the humanities and social sciences. Academia needed it; we saw that we could do it.

Our goal was ambitious but straightforward: to change the face of publishing and higher education by

1) bringing out 10-12 new titles each year in the disciplines of political science and international relations, writing and text analysis, economics, and statistics, acquiring a title only after a rigorous assessment (including peer review for academic quality, in-house testing, technical review, and market review), with revisions to both software and manual to meet NCS standards in full;

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2) evaluating each listed title periodically for decision on whether it is worth major upgrade/revision or should be dropped;

3) focusing scholarly software acquisitions activity on the areas of research methods, quantitative and qualitative analysis, and electronic reference tools;

4) focusing instructional software acquisitions activity on multi-disciplinary programs that a student will use repeatedly (beyond a single course);

5) leading the way for university publishing of academic software and "electronic books," currently a popular novelty item, but one that promises to change drastically and forever the operations of university presses. We wanted to emphasize peer review and our special role as a <u>university</u> publisher--neither commercially driven nor out to sell the newest hardware;

6) serving as an information resource for other universities as they seek to find or create outlets for the distribution of faculty-authored software;

7) covering all financial costs, without need for outside support.

We expected to play a vital role in the growing university movement, spearheaded by librarians, to keep "knowledge property" within the university community (as opposed to giving it away to commercial publishing firms, which then sell it back at high cost to the university). The library community regrets greatly the situation with scientific journals, and expresses futile wishes that university presses would/could get involved in order to provide price competition. For software, we hoped it was still

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not too late to turn the tide before it became purely a commercial endeavor. The outcome of our project suggests either than it was in fact too late, or that we were on the contrary too early: we were forced, in the end, to sell our entire software portfolio to a commercial textbook publisher to use as improved ancillaries that would stimulate sales of printed books.

"Educational software" can be said to embrace three categories: *productivity software*, or student versions of word processors, spreadsheets and database management systems; *instructional programs* per se, like the ubiquitous computer tutorials that dominate the public domain; and specialized programs by and for academic research applications, advanced learning, and scholarly reference, which for convenience we call *scholarly software*. There is a great deal of simple-minded instructional software, much of it still promulgated by textbook publishers; but both good teaching software and scholarly software are scarce because programmers are rarely academic subject-matter experts, while subject-matter experts do not have the time to learn programming; and few software distribution mechanisms exist with reliable channels into universities. Even when an academic overcomes the obstacles to writing software, it's difficult for him or her to pull together spare-time resources for managing a product introduction, which would normally include considerable testing, packaging, marketing, and editing.

There are large programs for the development of academic software heavily funded by major hardware vendors (Apple, IBM, and DEC), but the funding sources dictate (at least indirectly) that such programs emphasize almost exclusively those products that will help to sell the latest and fanciest (and most expensive) hardware innovations.

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BACKGROUND & ORIGINS

National Collegiate Software (NCS) was taken on in 1989 from North Carolina State University, where it was called The National Collegiate Software Clearinghouse. Its origins lay in the attempt to provide a no-frills outlet for any and all faculty-authored liberal arts software for common hardware platforms. Most sales are to higher education; NCS has not actively marketed to high schools since 1989, though 3.5% of its sales still come from this segment.

Run from a corner of an associate dean's office, it fit well the name "clearinghouse": a wide variety of software products in the social sciences and humanities were distributed through an ever-expanding catalog, with little support provided to either the authors or the buyers of the software.

"Nearly a thousand colleges and educational clients now use NCSC software," founder David Garson reported in his FIPSE grant proposal. "Gross revenues have grown from $8,000 in 1984-5, to $23,000 in 1985-6, to $45,000 in 1986-7, and are projected at $70,000 this year."

At takeover the portfolio was growing at the rate of 12-36 new products/quarter, with the same number of upgrades. One-third of the new titles and two-thirds of the upgrades were developed by NCS itself. Dr. Garson believed this rate of growth could continue at least to the point at which the operation would become self-sustaining.

A combination of program growth and resource tightening at NCSU forced Professor Garson to seek a new home for his program. He obtained from Zenith a donation of computers and from the federal Fund for the Improvement of Post-Secondary Education a two-year grant for an "Executive Director," so as to enable the program to survive financially without the extra resources that a Dean's

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office had afforded. Professor Garson knew and trusted Duke University Press as the publisher of the Social Science Computer Review, which he edits, and did not want the program housed in a computer center, since he felt strongly that the technical aspects of the software would be overemphasized there.

To our university we argued that, despite the inevitable fragmentation of this market with its many disciplines, there are economies of scale and other advantages to centralization. For instance, marketing could focus on associations that bring together social scientists or humanists of many persuasions; production could take advantage of generic packaging with customized covers to lower average costs below those of a narrowly specialized, one-product publisher. In short, it still remains for some one player to bring together the resources and commitment to develop an attractive, professional software portfolio for the liberal arts that extends *beyond* the merely page-turning tutorial. In the long term, we said, an academic publisher willing to invest in the relationships and products for this arena will own a small but solid, defensible niche.

The Press took on the program with a commitment for the two-year period of the federal grant, based on projections of financial breakeven during that period and the expectation that growth would allow the Press to assume the Director's salary at the end of that period. The Press's then Director and the Press's Editorial Advisory Board were very enthusiastic about the possibilities that the program afforded us, as the first university press to begin distribution of academic software, and although we were frank about the fact that the program as run at NCSU lacked adequate quality controls, they endorsed our taking on the program within the Press's Journals Division.

The grant began in February 1989, and the move to Duke was completed on 1 July 1989. Paul Baerman was hired as NCS Director

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through a joint decision by Professor Garson and the Press, after an extensive search, and two more staff members were then added: a fulfillment clerk, and in August, 1989, a software specialist.

Project Description

During the 20 months of Press operation, NCS made some dramatic changes, only some of which we had envisioned when we took on the program. These changes were made partly in response to a changing environment, but particularly in response to the Press's and Paul Baerman's insistence on quality over quantity, which made it impossible for a three-person staff to work to our satisfaction with the 265 titles then in the portfolio. The resultant changes have in effect turned the program into a software publishing operation rather than a "clearinghouse" (a word we have now dropped from the name): Whereas all plausible submissions were once accepted with few required revisions--many of them as "shareware" or co-distribution arrangements--NCS now accepts products only after a careful review process, including both in-house and peer reviews and an extensive editing of both software and manuals, and it only accepts titles for which NCS is the sole publisher.

These changes were applauded by everyone from our software authors--who have written a stream of supportive letters to the Press's Director--to the Press's Editorial Advisory Board. A somewhat embarrassing "clearinghouse" project (with manuals and promotional materials full of typos and many annoying minor glitches in the software) became a software publishing program which we showed with pride on the Duke Press tables at national academic meetings. A number of titles were reviewed favorably in such national media as Choice, Teaching Sociology, Journalism Educator, and Simulation and Gaming, as well as the computer journals; our titles have been featured topics at panels on academic software at such national meetings as the American

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Political Science Association and the American Social Sciences Association, as well as at computing conferences such as the National Educational Computer Conference, the Association for Computing in the Humanities, the Association for Computing Machinery, and EDUCOM; and one (a "newswriting simulation" entitled Bayshore Blast) won a coveted national award as "1990 Distinguished Software for Higher Education" from EDUCOM.

These changes were not made without cost, of course. We had to rethink all aspects of the program, from author contracts to packaging of the final products. Unwilling to market the many titles that we took on from NCSU that were not up to our standards, we sacrificed considerable revenue as we stopped promoting most of our existing titles. We have eliminated approximately 200 titles, and invested much effort into fixing those that we retained. We actively sought new titles that would meet our standards, and then have reviewed and revised thoroughly (in conjunction with the authors and reviewers) the versions that we received.

As a result, only in the winter of 1991 did we reach a point where we could begin to concentrate on bringing in revenues at a stepped-up level, by promoting strong individual titles one at a time (as compared to the previous emphasis on a wide range of titles--almost a "commodity" approach). It was already too late.

Direct mail remained our main channel (virtually our only one) because it was cheap and its results measurable. Our key to long-term success was to be intelligent development and use of a "house list" which would let us swap names easily with professional associations, etc. and to engineer response rates up to five times higher than from a typical rented list.

We wanted to explore other channels such as personal selling at conferences and the use of distributors, which some publishers

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had found useful. Conference displays have been shown to be an effective method of generating sales. Having a computer demo running in a booth (at a non-computer show) tends to increase traffic considerably, and this is one area where great synergy might have been possible with Duke University Press's books and journals. Further, by allying and cooperating more closely with computer users' groups in conference-sponsoring associations, NCS can begin to find opportunities for joint mailings, grant proposals, and invited talks. But our resources were simply too skimpy.

Published reviews are also critical to long-term success and recognition. Software acquisitions librarians, for instance, rely on them almost exclusively. Here we fared better, and with experience and patience (like book reviews, scholarly software reviews appear as much as two years after publication) would have done better still. Our titles received favorable reviews or mentions in national media such as The Chronicle of Higher Education, Choice, Teaching Sociology, Journalism Educator, and Simulation and Gaming, as well as in both trade and education-specific computer journals such as MacWorld, T.H.E. Journal, Philosophy & Computing, etc.

As for pricing, we discovered that customer expectations vary enormously. Some customers frankly expect to pay a price on the order of $80-$100 and then make pirated copies of the software for class and colleagues; a computer disk is so slight that copying it seems like fair use under copyright law. Others compare curricular software prices to the benchmark of textbook prices, and assume that if they intend to use software within the context of a course, then it must cost proportionally less than a textbook.

At bottom, we think a low retail price (well under $30) may be required for course-specific titles, while a higher one (perhaps

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up to $200) could be supported for research-oriented titles.

A problem we should have given more thought to in advance was that, given the rate of change in computer hardware, packaged (i.e., not customized) software can last no more than two or three years without being significantly revised or rewritten. A single product can be repeatedly upgraded to include new features and operate on new platforms, extending its life almost indefinitely. Many software companies have made a virtue of necessity, building a popular product line around a single core program that is extended from DOS to Macintosh computers, say, then to network versions, then re-released in a faster, more powerful indigitation, and so on.

Publishers and authors who are unable to perform such upgrades must reconcile themselves to providing a constant stream of new titles instead, which costs them the benefits of name recognition and often results in quality problems, or at least the perception of quality problems. That's what happened to the original NCSC and to its industry-funded competitors, the Apple Computer Consortium and IBM's Wisc-Ware.

On the score of customer service, we quickly realized that since the audience for higher education software includes computer-literate people from many non-scientific disciplines as well as computer novices, not only a friendly manual and packaging is needed, but thorough and patient customer support. Commercial software companies, such as those who market popular word processors, have led users to expect phone support at least during business hours. Many firms have 800 numbers for orders, a few also for support; few in the educational arena have dared to charge for such support, though vendors of productivity programs (e.g., Ashton-Tate, Aldus) sometimes do, and quite stiffly. As whole classes of programs become commodities (spreadsheets, for instance), service revenue takes on increasing significance.

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PROJECT RESULTS

After moving to Duke, NCS focussed its efforts on fewer disciplines, dramatically improving the quality of its portfolio and its manufacturing controls, its relations with authors and customers, and its prospects. When it became clear during the 1989-1990 fiscal year that a maintainable, high-quality portfolio was needed to replace a large and unruly list of partially tested software, the organization repositioned itself for long-term growth. More than 100 titles were immediately taken out of print or placed on a backlist (another hundred followed), a peer review process was instituted, and quality control and customer support were improved--all while holding revenues constant. The name "clearinghouse" was dropped to underscore the new concern with quality and Duke's intention of adding value during all phases of the publication process.

North Carolina State University's limited-support policy contradicted Duke's desire for a high reputation, so NCS initiated telephone support during normal business hours, and added a technical support form to all manuals to encourage submission of written bugs.

Although National Collegiate Software, as it existed at Duke University Press, relied--like WiscWare--on faculty software authors for most programming labor, unlike WiscWare it administered a peer review process and performed extensive internal reviewing, assisted with testing on different hardware configurations, and edited or rewrote manuals.

One thing that did *not* change was NCS's manufacturing in quantities of 1-10 units, as was inevitable with little room for inventory. For high-priced and slower-moving scholarly software, this production strategy is acceptable; instructional tools, however, must be produced and sold in quantities of at least 100

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per year.

As NCS thus consolidated its actively marketed portfolio from 256 titles to 70 titles in the summer of 1990, total revenues naturally dipped as unit sales fell from 2775 in 1989-1990 to 2334 in 1990-1991; but the robustness of individual products, now being given considerably more product development and marketing attention, boded well for the future.

In NCS's two years at Duke, the Press's national reputation and credibility as an educational software publisher were increasingly well established among its 1,600 customers.

Our evaluation of the project as a whole must remain largely anecdotal, since formal research on whether and how our software improved learning, retention, or grades remained with our users, the faculty around the country. But in our stated terms--the expectation that we would break even--we failed. Again, Professor Garson: "The intended outcome and the evaluation criteria are very clear in this instance: that the revenues of NCSC continue to rise . . . at or better than the rate experienced during 1984-1988 [25-30% per year], resulting in a level of revenue which would fund all direct aspects of the NCSC."

We can, however, take heart from the fact that we distributed over 9,000 pieces of faculty-authored software, many of which are now in regular use at American universities and colleges and which will continue to be updated by the authors and by William C. Brown, the commercial publisher who now owns the National Collegiate Software portfolio.

Following is a breakdown of the numbers of titles distributed.

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Discipline	Titles	'88-'89	'89-'90	'90-'91	Total
Anthropology	20	184	259	232	695
Authoring Systems	11	21	31	2	65
Datasets	15	168	148	195	526
Economics	29	323	393	428	1173
English	21	21	10	1	53
Geography	10	0	79	126	215
History	7	56	113	63	239
Interdisciplinary	48	336	427	329	1140
Languages	20	178	249	509	956
Philosophy	15	67	82	85	249
Poli Sci	17	129	242	272	660
Psychology	11	136	272	105	524
Sociology	11	247	238	206	702
Statistics	45	521	682	619	1867
TOTAL	280	2387	3225	3172	9064

Because of the association with Duke University Press, National Collegiate Software conferred credibility on the honorable intellectual task of writing software for teaching and research. We know of three instances where our authors cited their publication of software with us as an important factor in their obtaining tenure, for example. Many reviewers as well as authors felt they could list their work with us on curricula vitae.

SUMMARY & CONCLUSIONS: Recommendations

Our university press would have chosen, had we been able to continue, to make scholarly software its first priority, followed by "extended instructional software." Inherently more interesting than one-time tutorials, it is also more valuable to the student and the academic community, it would let NCS use its network of contacts appropriately for peer review and revision,

and it has the staying power for courses taught every semester or every year to help NCS toward its long-term goal of self-funding.

The imprimatur of a university press, although customers do not visibly react to it, often has a profound attraction for faculty software authors whose work benefits from the credibility a peer review process confers: scholarly software is coming to earn the respect that a book or article may if published through a university press.

Finally, since NCS software usually retains most of the author's own code, it can fairly be said to be his or her work rather than an adumbration prepared by "hired guns".

"Micro-marketing," the ability to meet the needs of precisely defined market segments almost to the level of the individual, was a requirement if NCS's scholarly software was to succeed by any yardstick; consequently, two of our most urgent initiatives for the coming year were to have been the construction of a customer database and the hiring of a full-time marketer.

Over the next two to three years NCS would have broadened its scope to include electronic publications and electronic reference tools in these and related liberal arts disciplines, replacing older titles and letting others go out of print for a total of 50 products. Windows versions of selected titles would have been released, with ten to twelve new titles or editions issued per year; within three to four years of its publication every software title is expected to be heavily revised or dropped.

At bottom, the utility of computing is ever more important than its novelty: instructional software must prove itself as a cost effective tool competing against overhead transparencies, lectures, and textbooks. It "wins" only when it can free the

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instructor's and class's time for more important tasks, or when it allows users to do with the computer what they could not do without it--to go beyond learning *about* sociology or political science, for instance, and instead to *do* what sociologists or political scientists do.

Many tutorials and simulations are designed to be used only once, and only in a particular course, but are quickly outdated or replaced by substitute "products" such as supplemental reading or TA question-and-answer sessions. The best extended instructional software, on the other hand, may span several courses and two or three disciplines. It is a multi-use tool for tinkering, not just a book in a more entertaining format.

The market both for scholarly and extended instructional software favors a publisher with high standards, quality controls, a broad network of collegial working relationships in academia, and a reputation for excellence equivalent to that of a seasoned university press. But it will take more time and resources than we had.

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FIPSE GRANT FINAL REPORT

SUMMARY

The aim of this project was to take the National Collegiate Software Clearinghouse (NCSC), a relatively small business being run out of an Associate Dean's office at North Carolina State University, and help it grow and become a viable operation. The NCSC, which was unique at the time, made available to academics at reasonable prices faculty-authored software for classroom use. These were software programs of great interest to students and professors alike, but which commercial publishers were not motivated to take on, given their relatively limited market. In short, these programs were analagous to the types of books and journals published by most university presses. Unfortunately, the project did not achieve a break-even point in the two years of the grant, and its 170 software titles were sold to William C. Brown in Dubuque, Iowa, a leading commercial publisher of educational software.

(Catalogue with list of disciplines and software titles enclosed)

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Business Manager and Assistant Director
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From the director . . .

Welcome, or welcome back! If you haven't seen our catalogs before, take a few minutes to have a good browse: we're the only non-profit press with a division dedicated to publishing faculty-authored microcomputer software for the liberal arts, and we think you're apt to find a few things you'll like.

If you *have* seen us before, you'll notice we've made our catalog semi-annual instead of annual so that we can bring you the newest material and latest information. Please give particular attention to the half-dozen items marked with the symbol NEW, which include some really intriguing work.

I'm extremely pleased to announce that we have our first EDUCOM/NCRIPTAL award winner—William E. Smith's *Bayshore Blast*, which you'll find under the Languages and Literature section. At the head of that entry and twenty others, you'll notice the symbol ✍: this peer-review mark of quality means that the title has been formally examined by faculty who found it worth using. Our editorial board represents computer-using educators from many disciplines, and we have listed this large and generous group of volunteers elsewhere in the catalog, underscoring the symbiotic and collaborative nature of our enterprise. Our goal is for *every* title we carry eventually to have been peer reviewed.

Other important news this semester can be covered in a few key points:

- We have had to limit faculty to two exam copies at a time (unless they teach at Affiliate Member institutions, which can request up to six) and the circulation period to 30 days.
- You will notice that we've included numbers and dates at the end of each program description to help you determine whether you've got the latest version. The date generally refers to (a) the most recent significant program revision; or (b) the date we first listed it in our catalog, whichever is later. In cases where a copyrighted program existed for some time before we published it virtually unchanged, we have tried to list the copyright date.
- For the first time in about a year and a half, we've raised single-copy prices (though we've held the line on most educational site licenses). Because more and more of our programs are of interest to corporate trainers, government analysts, and business researchers, these are now *retail* prices. If you're a teacher or student you need only identify yourself as such to get a 20% educational discount, or 40% if you order three or more of the same item. After the single-copy discount, our price increases average $3.73, or about the rate of inflation for the last eighteen-month period. A few titles, especially public domain listings, are actually cheaper.

Now let me introduce my other colleagues.

Fred Jacome, our resident electrical engineer and tireless programmer, handles most of our software development and technical support, working daily (and sometimes nightly) with authors, reviewers, and customers to solve problems, pinpoint lacunae, and add value to every project he touches. If you find a bug, write a neat new program that needs trouble-shooting, or have a compatibility question, you're likely to wind up talking to Fred.

Cindy Foltz, the one truly organized person I know, is in charge of fulfillment: she can run a disk-duplicating machine while printing labels while explaining policies while packing up a rush order; and she laughs when I say I'd like to help automate her job. Infinitely adaptable and infinitely patient, Cindy holds the place together and will probably answer the phone if you call.

Teresa Marshall has recently joined us as marketing coordinator: she rents lists, places ads, writes copy, mails press releases, and generally gets the word out ten times faster than before. Over lunch you can get her to turn from price elasticities to Christopher Marlowe without losing a beat.

Between us, we try always to provide you with the personal attention you need to get it done right, and done quickly.

Paul Baerman

Paul Baerman
National Collegiate Software

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POLICY PAGE

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Institutional Affiliate Memberships allow a campus to purchase three perpetual site licenses and a one-year, individual (non-library) subscription to the *Social Science Computer Review* for much less than they would cost separately; members also have the right to buy additional site licenses and class-sized orders (10+ copies) at half price; members may further request up to *six* examination copies at a time providing they meet the usual conditions (e.g., that a faculty member is contemplating adoption of 10+ copies or a site license).

It works like this: each campus selects a single liaison officer—typically the academic computing coordinator for liberal arts—who tells us where to send the subscription and selects any three of our titles (other than shareware or public domain items) for site-licensing.

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Fred Jacome, Cindy Foltz, or Paul Baerman will happily give ***telephone support*** to titles listed in the main part of the catalog or ***written support*** to titles from the backlist: if you can't solve it by reading the manual, call us or use the technical assistance form included with your documentation.

Of course, public domain and shareware titles are by definition "user-supported," which means you contact the author if anyone. This difference is already reflected in their lower price, as is the fact that shareware comes with *no printed manual*. There will be instructions on the disk.

ANTHROPOLOGY and ARCHAEOLOGY

Cultural Diversity Database, by Douglas R. White, University of California-Irvine

World Cultures electronic journal distributes final versions of many data sets through us, all based on their core, "Standard Cross-Cultural Sample," which covers approximately 1,265 variables on 186 societies. This database is the student version—a self-contained, menu-driven package covering 177 selected variables pertaining to cultures in Africa, Eurasia, the insular Pacific, and North and South America. Observations include data on politics, economics, sex and gender, socialization, religion, and more. The included MAPTAB system allows menu-driven data retrieval, listing, world and zoom mapping, cross-tabulation, and saving output to disk. Version 3.1 (1987)

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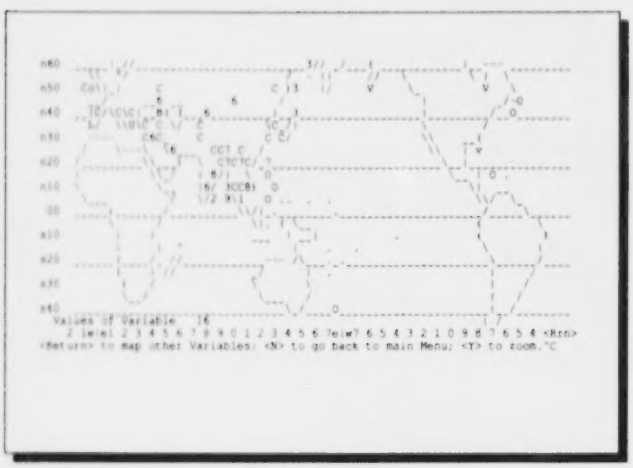

Ethnographic Atlas, ed. Douglas R. White

This dataset comprises 103 variables from 1267 societies in Africa, the Mediterranean, east Eurasia, the insular Pacific, and North and South America—fewer variables but many more observations than the above. Originally published in the journal *Ethnology*, its more complex data include the specialization and sexual division of labor; games; gods; language; marriage, families, descent, and inheritance; castes and slavery; sexuality; polity; subsistence; and the environment. MAPTAB, also included, allows data retrieval, listing, world and zoom mapping, cross-tabulation, and saving output to disk. Version 2.0 (1988)

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Volume II: Death and Dying in the Life Cycle, ed. Anthony P. Glascock and Richard A. Wagner. Includes 104 variables, again across sixty cultures, on human birth, birth control, infanticide, abortion, marriage, treatment of the aged, death, dying, burial, and the afterlife. Version 1.0 (1987)

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Volume III: Magico-Religious Practitioners and Trance States, by M. Winkelman and Douglas R. White; ed. D. Levinson and Richard A. Wagner. Data on 260 variables pertaining to 115 magico-religious practitioners from 45 societies—their personalities and behavior, selection and training, relations with the spirit world, healing, propitiation, altered states of consciousness, and socioeconomic concerns. Version 1.0 (1989)

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"The advanced analysis module is an excellent tool for using the what-if approach to simulate almost any combination of descent, marriage, and residence. . . . All in all, this is a good, versatile, and apparently crashproof program. Advanced students and professionals will get the most out of it . . ."
—Dennis O'Neil, Palomar College, in Social Science Computer Review

Modeling Systems of Kinship and Marriage, by Martin Ottenheimer, Kansas State University

Using this simulation's computer-generated "kinship diagrams" to compare, analyze, and explore seventeen different marriage systems, students of crosscultural behavior are encouraged to assess how different marriage rules affect social behavior, and how they interact with descent and residence patterns. Though it cannot handle multiple-spouse patterns, Dr. Ottenheimer's program makes an excellent research aid in kinship analysis based on social organization. Supports the IBM Proprinters, Epson FX, HP Thinkjet, and Okidata. Requires CGA. Version 2.2 (1989)

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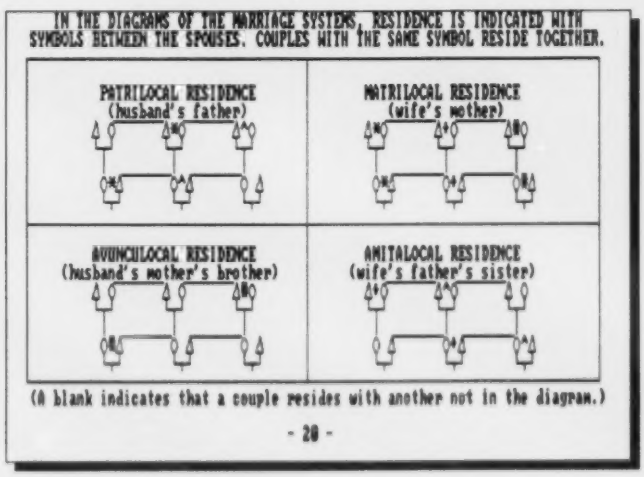
IN THE DIAGRAMS OF THE MARRIAGE SYSTEMS, RESIDENCE IS INDICATED WITH SYMBOLS BETWEEN THE SPOUSES. COUPLES WITH THE SAME SYMBOL RESIDE TOGETHER.
PATRILOCAL RESIDENCE
(husband's father)
MATRILOCAL RESIDENCE
(wife's mother)
AVUNCULOCAL RESIDENCE
(husband's mother's brother)
AMITALOCAL RESIDENCE
(wife's father's sister)
(A blank indicates that a couple resides with another not in the diagram.)
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THE EDITORIAL BOARD

By volunteering to examine new software titles, members of our editorial review board help shape the future direction of faculty-authored software, extending the peer review process to this important medium. (They also get to keep a copy of the software they examine.) Reviews will not only be quoted in catalogs and influence colleagues, but they sometimes result in invitations to do a more formal review for publication in professional journals such as the *Social Science Computer Review,* also published by the Duke University Press.

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PC datasets are formatted for Lotus, dBASE, SPSS, DIF, SDF, and ASCII comma-delimited. Macintosh datasets come in EXCEL, DIF, SYLK, comma-delimited and tab-delimited ASCII.

Datasets are* not *shipped with statistical or spreadsheeting software. For inexpensive but powerful tools that students could use to analyze these PC data, see our* Menu-Stats *and* PC-Datagraphics and Mapping *packages.

Nations of the World Database, by National Collegiate Software

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Year	Gnp	Constota	Consdura	Consndur	Conservi	Invetota	Invnores
1939	91.3	67	6.7	35.1	25.2	9.5	6.1
1940	100.4	71	7.8	37	26.2	13.4	7.7
1941	125.5	80.8	9.7	42.9	28.3	18.3	9.7
1942	159	88.6	6.9	50.8	31	10.3	6.3
1943	192.7	99.5	6.5	58.6	34.3	6.2	5.4
1944	211.4	108.2	6.7	64.3	37.2	7.7	7.4
1945	213.4	119.6	8	71.9	39.7	11.3	10.6
1946	212.4	143.9	15.8	82.7	45.4	31.5	17.3
1947	235.2	161.9	20.4	90.9	50.6	35	23.5
1948	261.6	174.9	22.9	96.6	55.5	47.1	26.8
1949	260.4	178.3	25	94.9	58.4	36.5	24.9
1950	288.5	192.1	30.8	98.2	63.2	55.1	27.8
1951	333.4	208.1	29.9	109.2	69	60.5	31.8
1952	351.6	219.1	29.3	114.7	75.1	53.5	31.9
1953	371.6	232.6	32.7	117.8	82.1	54.9	35.1
1954	372.5	239.8	32.1	119.7	88	54.1	34.7
1955	405.9	257.9	38.9	124.7	94.3	69.7	39
1956	428.2	270.6	38.2	130.8	101.6	72.7	44.5
1957	451	285.3	39.7	137.1	108.5	71.1	47.5
1958	456.8	294.6	37.2	141.7	115.7	63.6	42.4

Crime Data Disk, by National Collegiate Software

These crime and corrections-related U.S. data for 126 variables, aggregated by state, have proved to be popular ways of introducing undergraduates to political and social issues related to crime. Variables cover various crime indices, rankings, homicide rates, rapes, property crime, robbery, burglary, larceny, assaults (all types), arson, motor vehicle theft, clearance rates, jail populations and their demographics, police and judicial staffs and salaries, arrests, use of guns, and more. Again, our data can be imported into virtually any statistics program or spreadsheet. Version 1.1 (1988)

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Grit Regional Input-Output Program—Teaching Version, by Guy R. West, University of Queensland, Australia

An elegant student version of a commercial package, *GRIMPT* demonstrates the various applications of input-output models and the effects of modifying tables from the included dataset. Within a menu-driven environment, students explore relationships among dollar transactions, input-output coefficients, and comprehensive regional product accounts. They can add new sectors and aggregate old ones, adjust the table (using the RAS bi-proportional technique), update it for relative price changes, edit it cell-by-cell, transpose it to explore supply side input-output relationships, and use it to assess inverse sensitivity and the strength of forward and backward linkages. They can conduct impact assessments, display and calculate multipliers using either open or closed model formulations, and generally explore all the applications of the basic I/O framework with a very few keystrokes. Data files, except for the included sample model for Brisbane, Australia, cannot be imported or saved. Requires 1 drive, 512K. Version 6.2T (1989)

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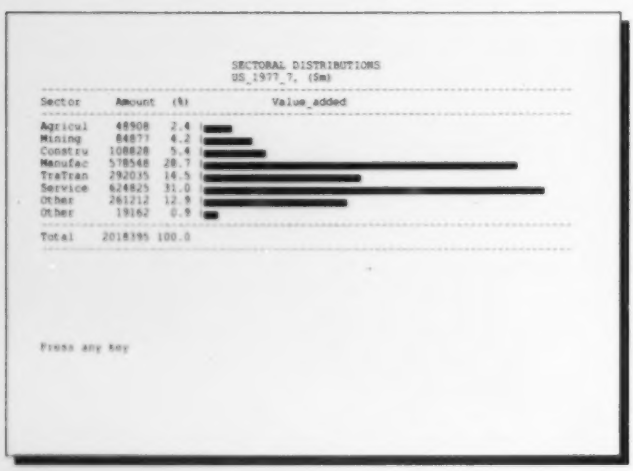

MACMOD: A General Macromodeling Framework Program, by Peter Taylor, University of Bristol, England

MACMOD, a small but flexible tool for tinkering, uses the Gauss-Seidel algorithm to enable mounting, solving, and experimenting with simple macroeconomic simultaneous equation models. Students investigate and experience the processes of model construction and simulation, beginning with 3-equation, 8-equation, Holden's 6-equation, and Klein 1 models that are mounted and ready to use. This program requires BASICA or GWBASIC. Version 1.0 (1989)

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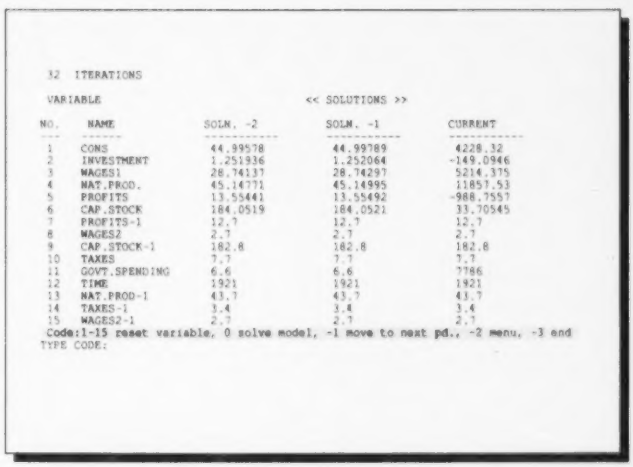

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Econolab, by Michael Lovell, Wesleyan University

The main module enables a student to experiment with and see the results of macroeconomic policies on the simulated economy of EconoLand: users manipulate tax rates, government spending, money supply and/or interest rates to find policy combinations for full employment without inflation. The program simulates the multiplier effects on GNP, tax revenue, depreciation, disposable income, and consumption resulting from an increase in government expenditures or a tax cut, and illustrates the results of a simultaneous increase in expenditures and taxes undertaken in order to preserve a balanced budget. Included are OLIGOPOLY, a simulation of oligopolistic competition, and both student and instructor manuals. Public Domain. Version 9.3 (1989)

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SIMULATIONS

Making Charlie's Chocolates, by Jeffrey L. Rummel, Duke University

In this production planning simulation, students compete for profits by intelligent manufacturing scheduling at Charlie's Chocolate Factory. Over the 20 periods of the simulation, each master scheduler encounters demand fluctuations for five product lines: with limited production capacity, he's free to reject special orders, but accepting them might be at the cost of shipping late to a good customer or foregoing next period's high-margin "surprise" order. The winner will be the student who best analyzes the economic tradeoff between holding, setup and backorder costs, and products with different profit margins. The program outputs decisions and results to the printer or a file for later review; the instructor can set parameters so each student will see different random demand, or so all face the same pattern. Requires DOS 2.1 and only one drive. Version 1.0 (1990)

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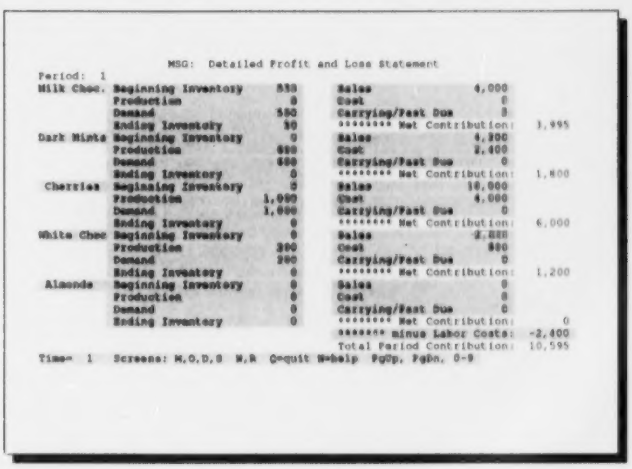
MSG: Detailed Profit and Loss Statement
Period: 1
Milk Choc. Beginning Inventory 550 Sales 4,000
Production 0 Cost 0
Demand 550 Carrying/Past Due 0
Ending Inventory 50 ******** Net Contribution: 3,995
Dark Mints Beginning Inventory 0 Sales 4,200
Production 600 Cost 2,400
Demand 600 Carrying/Past Due 0
Ending Inventory 0 ******** Net Contribution: 1,800
Cherries Beginning Inventory 0 Sales 10,000
Production 1,000 Cost 4,000
Demand 1,000 Carrying/Past Due 0
Ending Inventory 0 ******** Net Contribution: 6,000
White Choc Beginning Inventory 0 Sales 2,800
Production 200 Cost 800
Demand 200 Carrying/Past Due 0
Ending Inventory 0 ******** Net Contribution: 1,200
Almonds Beginning Inventory 0 Sales 0
Production 0 Cost 0
Demand 0 Carrying/Past Due 0
Ending Inventory 0 ******** Net Contribution: 0
******** minus Labor Costs: -2,400
Total Period Contribution: 10,595
Time= 1 Screens: M,O,D,S N,R Q=quit H=help PgUp, PgDn, 0-9

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Simulating the U.S. Economy during World War II, by William P. Yohe

An econometric analysis and tutorial on the 1939-1946 period, with output and features like those of the other programs in this series—graphic display of the model's fit for this period, explanations of log-linear regression, experiments with monetary policy, government spending and exports, and explicit equations. Version 1.1 (1987)

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Policy Simulations with a New St. Louis Model, by William P. Yohe, Duke University

The neoclassical "monetarist" model of the U.S. economy originally built by the Research Department of the Federal Reserve Bank of St. Louis has here been re-estimated to account for substantial velocity changes accompanying financial deregulation in 1985-87. With a banking and monetary policy sector grafted onto the model, the advanced students for whom this software is intended can conduct monetary policy by setting the values of policy instruments (e.g., open market operations), and may also simulate the impact on the economy of fiscal policy and exports over the 1988-90 period. Requires CGA. Version 1.0 (1988)

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"This is a very well documented program that allows the instructor to present this package to a group of students with variable computer backgrounds. . . . A very good teaching package."
—Ellen S. Vasu and Michael L. Vasu, North Carolina State University

NEW **Project Analysis Using Lotus 1-2-3,** by Frank Garland and David A. Harpman, Colorado State University

Even students with no prior computer experience will enjoy learning how to use Lotus for project analysis (cost-benefit analysis) as taught with this package. Originally written for a four-week course at the International Center for Agricultural and Resource Development, the kit includes a 90-page manual and accompanying spreadsheets covering NPV, IRR, benefit-cost ratio, one- and two-way sensitivity analysis, and simulation using spreadsheet macros and user-defined menus.

Its 11 exercises start with DOS basics and proceed all the way to macro-writing, breaking up the material into manageable, self-contained segments which any student with an understanding of simple algebra and the time value of money can master at his or her own pace. User must own Lotus 1-2-3 version 2.2 or less. Version 3.0 (1990)

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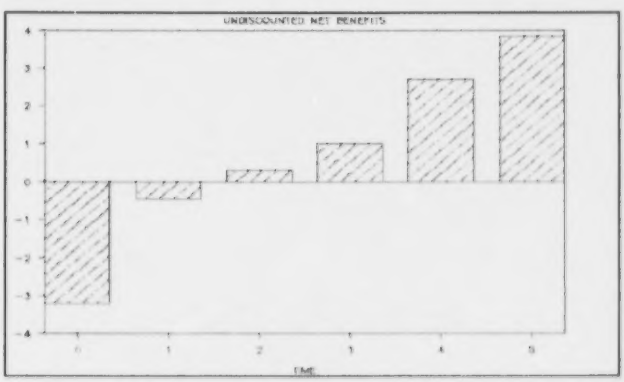

C + I + G: Introduction to Macroeconomic Modeling, by Frank Vorhies, University of the Witwatersrand

A menu-driven introduction to macroeconomic modeling—more comprehensive than *MACMOD*—including tutorials and exercises with ample graphs on consumption, savings, investment, income, government, taxation, and the multiplier effect. We include Lotus 1-2-3 files for the instructor who wants to manipulate the equations or macros, and a compiled version for those who don't own Lotus but just want to turn students loose for experimentation and review in the lab. Graphics capability and 320K are required. Version 1.2 (1987)

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EcoTutor, by Lester Blum, Colgate University

A set of integrated Hypercard stacks with over 300 graphs and diagrams—some with animation—on basic micro- and macroeconomic concepts, *EcoTutor* complements any standard introductory textbook and is easy to navigate using "review topics" cards that return to a quick outline of each stack. Topics covered include supply and demand, elasticity, revenue and cost concepts, market structures, competitive equilibrium, imperfect competition, oligopoly and monopoly, circular flow of income, income and employment, consumption and saving, investment and the multiplier, and monetary and fiscal policies. Requires 1M RAM and HyperCard. Version 1.1 (1989)

ISBN 0-8223-6273-2 ..... **$42.50**
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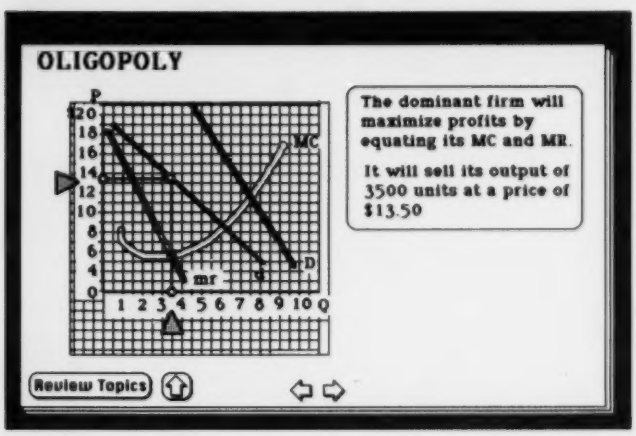

"I really like the way the material is presented—it is simply superior to the way ordinary texts do it, and I think students get a better understanding."
—William Yohe, Duke University

NEW **VisuaLearning Intermediate Microeconomics,** by Sandford F. Borins, University of Toronto, and Cheryl B. Gladstone, York University

This software illustrates concepts in intermediate microeconomic theory by means of sophisticated two- and three-dimensional computer graphic displays. Complicated two-dimensional diagrams—such as the decomposition of a price change into income and substitution effects—are built up layer by layer on the screen, accompanied by explanatory text, rather than being presented in their entirety as in textbooks. Thus students need not continuously go back and forth between text and diagrams.

The authors turn to three-dimensional graphics to present concepts such as production and utility functions (e.g., a production function with capital and labor on the horizontal axes and output on the vertical axis), stimulating student interest and enhancing their comprehension by using a baseball diamond analogy. Diagrams are drawn almost instantly on the screen, and students may choose different parameters of the functions—different coefficients of labor and capital, for instance.

Concepts covered in the software (and discussed in the accompanying handbook) include utility theory, income and substitution effects, derivation of demand curves, Cobb-Douglas and CES production functions, economies of scale, cost minimization and output maximization, short and long run average and marginal cost curves, profit maximization, and dynamics of demand and supply. This software can be used to very good effect in classroom sessions where the instructor has a PC with a projection screen, or in an electronic classroom, or for self-study in the student lab. Requires 512K RAM, CGA/EGA/VGA, and a hard drive. Available for spring 1991 semester.

ISBN 0-8223-6314-3 ..... **$59.95**
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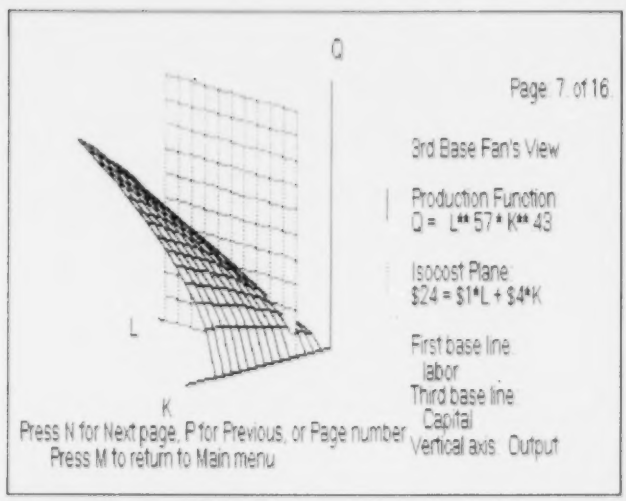

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GEOGRAPHY and MAPPING

"Ken Hinze's new **Electronic Atlas** *program provides three-dimensional analytic graphing with unprecedented ease of use. It will be a wonderful teaching tool for student projects in any course on state and local government, policy analysis, social problems, research methods, and many others."*
—G. David Garson, North Carolina State University

NEW **Electronic Atlas: United States,** by Kenneth Hinze, Louisiana State University at Shreveport

Ten minutes after sitting down with this software for our home state we were so engrossed that we wrote off the rest of the afternoon. Sociologist Kenneth Hinze has mapped, *at the county level,* all 180 uncopyrighted variables from the Bureau of the Census's *County and City Data Book*. Menu-driven so students can instantly call up choropleth maps or fishnet maps, check scatterplots and simple correlations, and compare data for selected counties, the atlas lets them pursue hunches, confirm relationships, and endlessly explore socioeconomic patterns for their state or region—capturing images, if they want, using Word Perfect's *GRAB* program (or others) for later printing or presentations.

The data cover demographics and vital statistics, crime, education, income, housing, employment, agriculture, manufacturing, construction, wholesale and retail trade, government and the service economy. The graphics are limited to CGA, and these are boundary maps, *not* containing city names or topographical features. Each state is self-contained, comes with its counties map and a whole-U.S. (by state) file for comparison purposes. Requires DOS 3.1, 256K RAM, one drive and a CGA card. Hard disk required if you order the whole country. Version 1.0 (1990)

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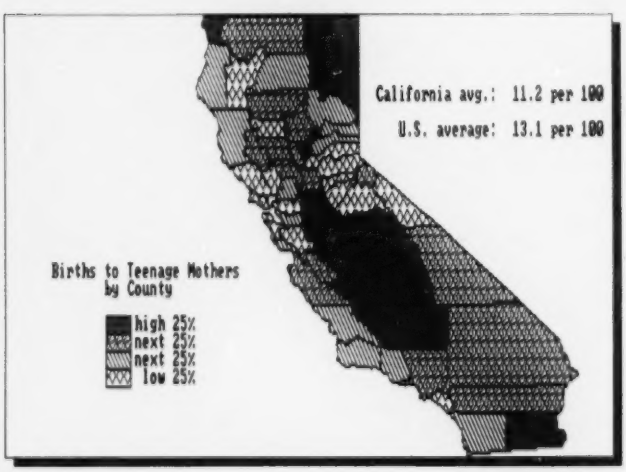

Electronic Atlas Shell, by Kenneth Hinze, Louisiana State University at Shreveport

This package helps the student or researcher make and publish a user-friendly electronic atlas—from, say, local election results by ward over time, neighborhood demographics, or marketing information. Its automated software for mapping and simple statistical analysis produces thematic choropleth maps, 3-D trace maps, and scatterplots, letting you create a free-standing, *visual* statistical abstract for your users. Comparable commercial packages cost hundreds, but if you're willing to use monochrome choropleth maps and to trace your own boundary files, you'll find this software a good building block. This package does *not* contain data or maps (except one extensive regional example) of the United States, the world, or anywhere. Requires DOS 3.1, 256K, and CGA card. The mapmaker (but not the end user) must also own our *PC-Datagraphics and Mapping*, listed in our Research Methodology and Statistics section. Version 1.0 (1989)

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Mapsets, by James Taylor, Indiana University of Pennsylvania

Here are three sets of outline maps by a professional geographer—*Mapset: U.S* (by county), *Mapset: Europe* (by province, etc.), and *Mapset: World* (by nation)—with which to create custom maps for instruction and research, or export boundary files for editing in graphics packages such as *Pizzazz* or *PC-Paint*. The user selects which states or countries to include/exclude, and zooms, captures screens (using *WordPerfect*'s GRAB.COM, for instance) or plots (to an HP 7475a). The programs require 512K RAM, a hard disk, and an EGA card; we recommend an 80286 or 80386 processor. Version 1.2 (1989)

Mapsets (all three)

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Mapset: World

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Geographic Names and Information System, by Robert Sechrist and James Taylor, Indiana University of Pennsylvania

The user can retrieve, list, and generate maps of named features from the U.S. Geological Survey's GNIS Database File, or add to the list and map, by latitude and longitude, whatever features or sites interest him or her—historical, demographic, etc. You can execute wildcard searches (e.g., map all towns with "Lake" in their name), use Word Perfect's GRAB.COM to capture images, or plot on an HP 7475a. The package comes with data for one state of your choice—remember to specify which state when you order! The government did not always do a thorough job in collecting data, but the database is open-ended so you can turn it to good account. The program requires 512K, a hard disk with one 1.2M (high density) drive, and an EGA card. Not available: Colorado, Tennessee, Arizona. The demo is free on request with any order. Version 2.1A (1989)

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Additional state data disks for the GNIS system (except Colorado, Tennessee, and Arizona) may be ordered separately.

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HISTORY

FAMSIM, by Stephanie Bower, Indiana University Southeast

This thought-provoking simulation lets student researchers explore the impact of demographics on family structure by generating a probable sequence of family events (births, marriages, deaths) under user-specified demographic conditions. FAMSIM displays the family structure graphically in a dynamic model which changes with each event, prints a list of the sequence of events, and analyzes the family history in terms of the duration of certain conditions. Using the included batch files, users can generate a series of family histories under the same initial assumptions, selecting the most "typical" outcome to probe its underlying implications for past or present societies. Requires 256K, 2 drives or hard disk, printer. Version 1.0 (1989)

ISBN 0-8223-6270-8 ..... **$42.50**
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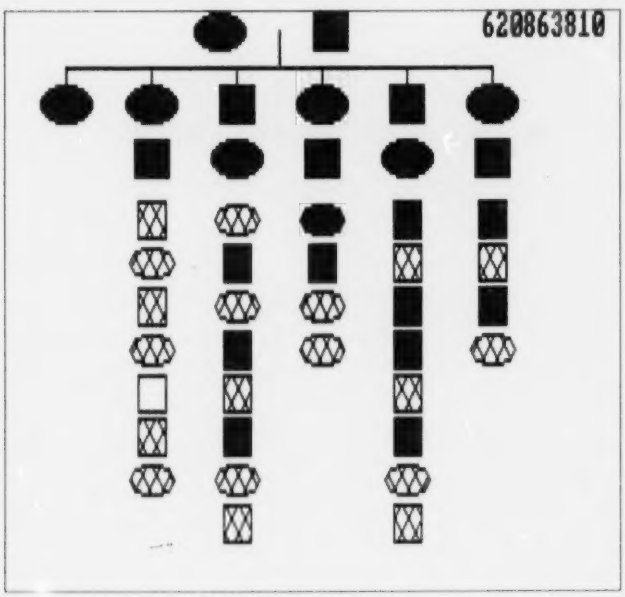

"The rewards that* [Spain] *offers for historical insights and ideas for other models are significant, especially for medievalists."
—John E. Weakland, Ball State University, in History Microcomputer Review

Ancient and Medieval Models, by Stephen Hueston, New Worlds Software

Intended as rich examples for those learning to program social models, these four programs come with BASIC source code so you can modify and build upon them. *Spain*, which models medieval economic and political history in Islamic and Christian Spain from 900 A.D. to 1080 A.D., comes with a more advanced version called *Medieval Model*. *Fertile Crescent* models the development of the ancient Near East, 9000 B.C. to 1500 B.C., while *Ashes to Ashes* is again a more advanced version for the same period. All require 1 drive, BASICA or GWBASIC, and a color monitor. These are not games or student programs, but will be of great interest at the professional or graduate level only. Version 2.0 (1989)

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Test Construction Kit, by Scott Meier, SUNY-Buffalo

Generate, administer and score your printed or on-line tests and questionnaires with up to 600 items! You write the test and let the computer do the tedious work of grading: this program supports on-line presentation of instructions, multiple formats (including true/false, multiple choice, Likert, and 80-character open-ended questions), and subscale scoring. The instructor can password score results for security, tabulate frequencies and percentages for individual responses, and include eight demographic questions. We recommend a printer and two drives (or hard disk). In general, this is an excellent all-purpose test-generating program, though if you plan extensive statistical analysis of resulting data, or if students are to use the software in a Research Methods course, you should consider our *Student Enquête* or *Survey I* programs. Version 2.75 (1988)

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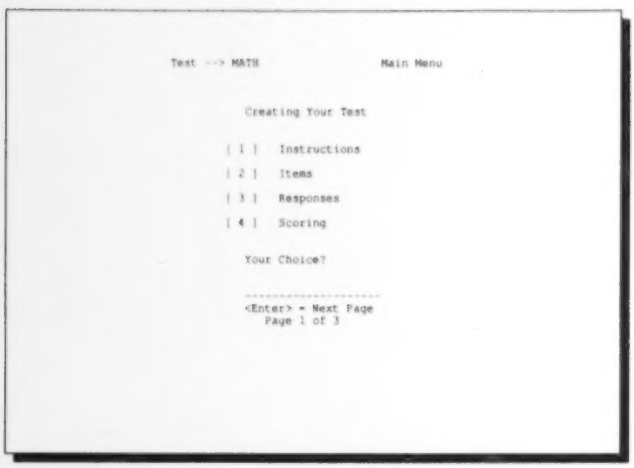

Quizmaker: On-line Definitions Reviews and Matching Drills, by G. David Garson, North Carolina State University

These time-savers for easy authoring of interactive computer drills support both a two-column, twenty-item "matching quiz" format (in which the order of the 20 items is different each time the program is run) and a multiple choice "definitions review" format (in which incorrect multiple-choice answers are randomly pulled in from the pool of correct answers to other questions, thus saving time during the test creation phase). *Quizmaker,* which comes with several sample quizzes on organizational behavior and American politics, requires only one drive. Version 3.0 (1989)

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Conversational Reviewer, by G. David Garson, North Carolina State University

Interactive tutorials created with this authoring system scan end-user input for keywords to let students "converse" with a historical figure, a character, or an author. The instructor uses a word processor to compose quotations from the book, commentary on the quotations, and keywords, which the program automatically assembles. This kind of non-linear, interactive tutorial seems to lend itself to a "great books" approach; indeed, the extensive example included is a simulated conversation with author Douglas McGregor regarding concepts in his classic work on the human relations approach to management, *The Human Side of Enterprise.* Version 1.1 (1988)

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Based on 'The Human Side of Enterprise'
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Theory X
authority
influence
social science
management science
Taylor
Gulick
authority
democracy
performance
systems
need hierarchy
Maslow
MBO
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Argyris
health
Use ↑↓ to Scroll
Douglas McGregor: Let's talk about p.34 where I said: Because of this supposed human trait of dislike of work, most people must be coerced, directed, threatened with punishment to get them to put forth adequate effort toward the achievement of organizational objectives.
To comment on what Douglas McGregor said: This is the second of 3 defining assumptions of theory X. McGregor disagreed with this, of course.
Your response? Isn't McGregor attacking a straw man here, or were these ideas taken seriously in social science and management?
F1=Quit || F2=Review Mode || F3=CONVERSE MODE ||

Teaching is Easy: Courseware Authoring System, by Theodore Lewis

This vintage authoring system, which runs on virtually any PC, lets you create your own computerized lessons (with a running score if you like) without the need to know how to program or remember complicated combinations of keystrokes. A simple interface helps you create a series of text screens that your students can work through at their own pace. Options include scorekeeping, letting users start in the middle, and temporary branching to remedial screens. The included runtime module will handle both color and mono, but specify one or the other for the authoring system. Version 1.2 (1986)

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BIBLIOGRAPHIC TOOLS

CITES: WordPerfect Macros for Bibliographies, by Barry Wellman, Cyndi Rottenberg, Susan Sim, and N. Scott Wortley, University of Toronto

If you use WordPerfect 4.2, 5.0 or 5.1 to develop your manuscripts, these macros will go a long way toward automating the process of making a bibliography. *Cites* searches your text for all author-date citations, sorts them alphabetically, then searches your master bibliography to retrieve matching citations and allow you to add citations not already found there. Version 1.2 (1988)

ISBN 0-8223-6020-9 ..... **$37.50**
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Resnoter: A Bibliographic Manager and Research Note Retrieval System, by Andrew R. Gilpin, University of Northern Iowa

For tracking and retrieving bibliographic references and associated research notes—when composing papers based on many sources, say, or when maintaining a personal annotated bibliography or reading list—this text-based management system can't be beat for its price. *Resnoter* lets the user specify complex logical combinations of search targets, constructs indices on target words or phrases, and directs filtered output to the screen, line printer, or ASCII file. Version 1.0 (1987)

ISBN 0-8223-6135-3 ..... **$49.95**
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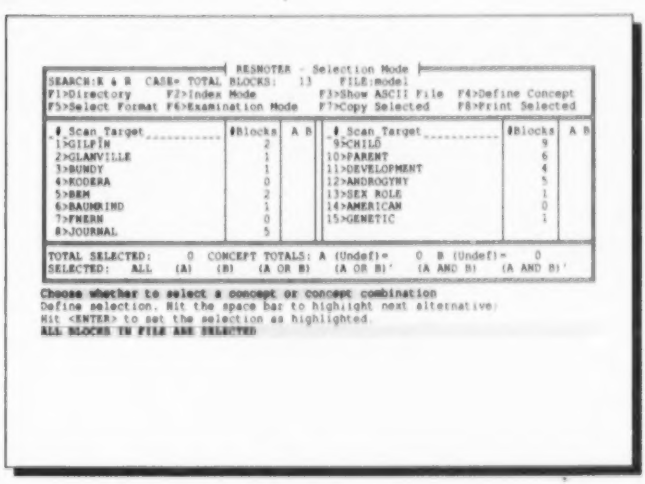
RESNOTER - Selection Mode
SEARCH:K & B CASE= TOTAL BLOCKS: 13 FILE:model
F1>Directory F2>Index Mode F3>Show ASCII File F4>Define Concept
F5>Select Format F6>Examination Mode F7>Copy Selected F8>Print Selected
Scan Target #Blocks A B
1>GILFIN 2
2>GLANVILLE 1
3>BUNDY 1
4>KODERA 0
5>BEM 2
6>BAUMRIND 1
7>FNERN 0
8>JOURNAL 5
9>CHILD 9
10>PARENT 6
11>DEVELOPMENT 4
12>ANDROGYNY 5
13>SEX ROLE 1
14>AMERICAN 0
15>GENETIC 1
TOTAL SELECTED: 0 CONCEPT TOTALS: A (Undef)= 0 B (Undef)= 0
SELECTED: ALL (A) (B) (A OR B) (A OR B)' (A AND B) (A AND B)'
Choose whether to select a concept or concept combination
Define selection. Hit the space bar to highlight next alternative.
Hit <ENTER> to set the selection as highlighted.
ALL BLOCKS IN FILE ARE SELECTED

The Writer, by G. David Garson, North Carolina State University

We call it The Database that Writes a Book. The user inputs an outline of her research or manuscript, then enters notes as in a database, using the program to help keep work organized (or to reorganize it easily). You can output on demand the table of contents, the book to date, a keyword index, and a bibliography; modify the outline on the fly, or shuffle notes and sections with a couple keystrokes. One favorite application is for writing courses, where *The Writer* can help students find and develop their thesis using preliminary ruminations or journal entries as keyworded "chapters." Requires hard disk. Version 1.11 (1988)

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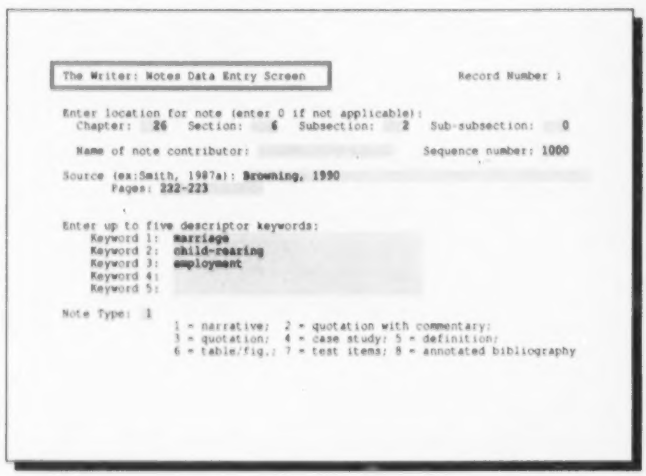
The Writer: Notes Data Entry Screen
Record Number 1
Enter location for note (enter 0 if not applicable):
Chapter: 26 Section: 6 Subsection: 2 Sub-subsection: 0
Name of note contributor:
Sequence number: 1000
Source (ex:Smith, 1987a): Browning, 1990
Pages: 232-223
Enter up to five descriptor keywords:
Keyword 1: marriage
Keyword 2: child-rearing
Keyword 3: employment
Keyword 4:
Keyword 5:
Note Type: 1
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LANGUAGES and LITERATURE

ENGLISH and JOURNALISM

The Metaphor Machine: A Free-Verse Primer and Basic Writing Aid, by Joel Epstein, University of South Carolina, and Peggy Epstein

Encouraging basic or remedial writing students to work creatively with words, this menu-driven package helps them write free verse in nine rigid syntactic formats that drive home a single sustained image or point. Students' recognition of parts of speech is quietly reinforced along the way, and they can be entertained and inspired by computer-generated "poetry" matching each of the formats. The instructor can modify the computer's pool of words and phrases. Includes extensive teacher's guide. We recommend a dot-matrix printer. Version 1.0 (1990)

ISBN 0-8223-6297-X **$37.50**
Level I educational site license **$250**
Level II educational site license **$375**
DOS

Pre-Writing, by Joan Hocking, Pennsylvania State University at Mont Alto

Assisting with the invention stage of writing, *Pre-Writing* helps high school or remedial composition students formulate topics and writing strategies in description, narration, analysis, comparison, and other categories. Using brainstorming and organizing techniques in a directed way, the software helps eliminate a little of the frustration students feel when they try to think up a thesis without a methodology for approaching the paper. We recommend a printer and color monitor. Version 2.0 (1986)

ISBN 0-822306126-4 ..... **$37.50**
Level I educational site license **$250**
Level II educational site license **$375**
DOS

EDUCOM NCRIPTAL 1990 AWARD

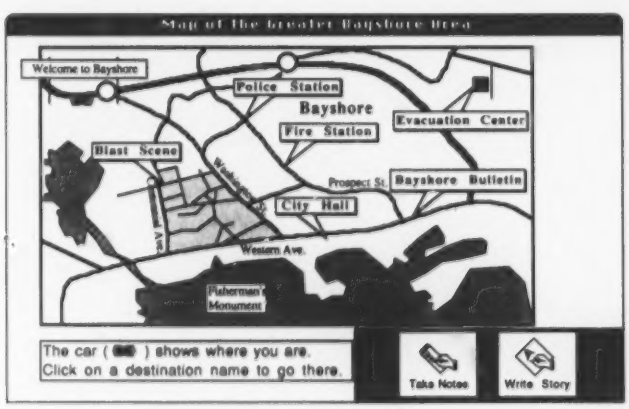
"Perfect for inexperienced writers because it makes them think about every element of the lead. . . .* Bayshore Blast *IS a blast, and it represents a major improvement over groundbreaking simulation games . . ."
—Gale Wiley in Journalism Educator

Bayshore Blast, by William E. Smith, Northeastern University

The aspiring student journalist works against a tight deadline to piece together tomorrow's front-page story about a mysterious and violent explosion in downtown Bayshore. Which witnesses, victims, and officials should be interviewed? What questions can be skipped? The multiple choices represent reportorial judgements, not right or wrong decisions—but there won't be time to talk to everybody! The student finds her way from site to site on a city map, takes notes on the fly, and "phones in" her piece to the editor, who evaluates its lead for key elements and suggests revisions—all within the program.

The story can be saved or output for later grading, and extensive user recordkeeping allows the instructor to use this software for research purposes as well. Requires Macintosh Plus/SE/II with 1M, system 6.0.2, two drives or hard disk. Version 1.0 (1990)

ISBN 0-8223-6293-7 ..... **$49.95**
Level I educational site license **$400**
Level II educational site license **$550**
Mac



FOREIGN LANGUAGES

Fleece: Computerized German, by Sofus Simonsen, North Carolina State University

With 9 disks of computer materials for introductory German, *Fleece*'s menu-driven matrix of 180 tutorial and practice units uses color, graphics, and animation to make learning and review not merely painless but interesting. From any point in the practice units the student can access tutorials, vocabulary aids, or help units, resuming where she left off. Utilizing progressively more German and less English, the programs offer extensive corrective feedback, brief grammatical overviews, and, for the instructor, student record management. *Fleece* requires a color display; some users with Novell networks have had problems. Demonstration disk is free on request with any order. Version 1.0 (1987)

ISBN 0-8223-6062-4 (floppy) **$100**
ISBN 08223-6063-2 (hard disk) **$100**
ISBN 08223-6064-0 (network) **$300**
ISBN 08223-6065-9 (demo) **$5**
Educational site license (either level, any version) **$300**
DOS

Computer Exercises for Business Spanish, by Estelle Irizarry, Georgetown University

Designed to be used either independently or with a textbook, this program includes exercises on 18 topics using the terminology, documents, and practices of business Spanish. Its fill-in templates (for WordPerfect or any ASCII-importing word processors) provide hours of instruction, drill, or review: students type their answers and verify them by lowering the cursor, or may use each file as a "study sheet" without entering answers. Version 1.0 (1988)

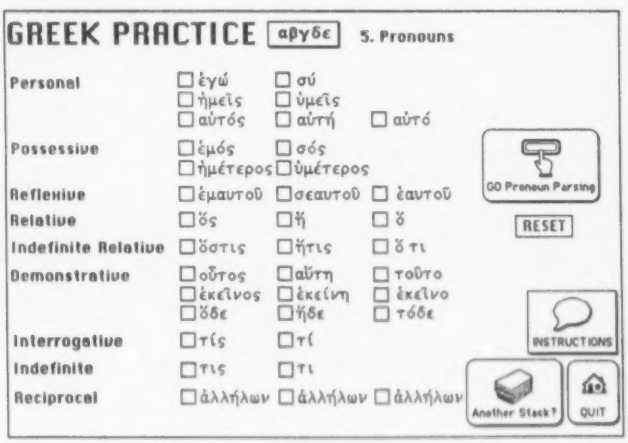
ISBN 0-8223-6023-3 ..... **$37.50**
Level I educational site license **$250**
Level II educational site license **$375**
DOS

NEW **Greek Practice,** by Dale Russell Bowne, Grove City College

Fifteen HyperCard stacks on five disks aid practice of vocabulary and grammatical forms using an "electronic flash card" format which complements any textbook or course on classical or biblical Greek. Flexibility of choice in the forms to be practiced is fundamental for all of these drills, which let students tackle vocabulary, for instance, either with pre-set frequency groups or a user-defined set of words. The vocabulary stack contains all words which occur more than ten times in the Greek New Testament; grammar stacks include nouns, pronouns, adjectives, verbs, and principal parts; and two additional stacks permit users to create their own flash cards.

Greek Practice is intended for (1) beginning Greek students who need to develop their recognition of vocabulary and inflected forms; (2) intermediate Greek students who want to review and increase their familiarity with inflections, vocabulary, and principal parts, and (3) anyone who wishes to refresh their Greek skills. Requires Macintosh Plus with hard disk and HyperCard 1.2 or higher. Version 1.0 (1990)

ISBN 0-8223-6316-X **$69.95**
Level I educational site license **$400**
Level II educational site license **$600**
Mac



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PHILOSOPHY and RELIGION

Philo the Logician, by R. G. Wengert, University of Illinois at Urbana-Champaign

An aid in teaching and learning truth-functional logic, *Philo* determines whether student formulas are logically equivalent to the correct one, and expresses both the student formula and its own as an English sentence. For the instructor, it tabulates the frequency of mistaken formulas as well as allowing changes to the supplied exercises. This package took second place in the 1988-1989 Philosophy Software Contest sponsored by the Philosophy Documentation Center. Version 2.0 (1987)

ISBN 0-8223-6119-1 ..... **$32.50**
Level I educational site license **$250**
Level II educational site license **$375**
DOS

TUTORIALS

Following Arguments, by Daniel Lyons, Colorado State University

This set of fifteen computer lessons in critical thinking, for logic and research methods courses, nicely covers a number of key topics: assessing arguments in standard form, translating claims to standard conditional or categorical propositions, finding conclusions, identifying, reconstructing, and judging conditional or disjunctive arguments, conversions, and categorical syllogisms, identifying necessary and sufficient conditions, diagramming argument chains, and pointing out fallacies. Plausible answers receive customized error messages, and many lessons require full-sentence answers. Version 1.0 (1987)

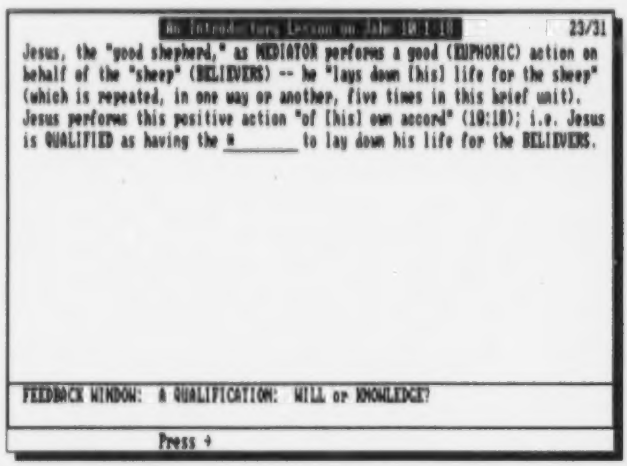
ISBN 0-8223-6066-7 ..... **$39.95**
Level I educational site license **$300**
Level II educational site license **$450**
DOS

SO YOU THINK THAT
WE WON'T FORECLOSE AT LEAST UNTIL YOU'RE OUT OF BED.
--IS TRANSLATED AS--
IF YOU ARE OUT OF BED
THEN WE FORECLOSE
IS THIS LOGICALLY THE SAME AS YOUR ANSWER? TYPE YES/NO:
? Y
NO--
'AT LEAST UNTIL' LEAVES UNSETTLED
WHAT WILL HAPPEN IF AND WHEN
YOU DO GET OUT OF BED...
FLS.TRY AGAIN...BUT FIRST...
PRESS <RETURN>
?

Initiation to Structural Exegesis, by Daniel Patte, Vanderbilt University

These extensive, interactive tutorials lead students through four lessons and ten exercises on the structural exegetical method. Users identify the theme of a religious text by comparing the beginning with the end, identify the characteristics of the text's religious teachings, identify the convictions of the author(s), and classify those convictions by categories of characters deduced from the text. Subjects include John 4:4-42 and 10:1-18, Luke 24:153, The Book of Thomas, a section of the *Rule of the Community of Qumran*, and a passage of an early rabbinic text, the *Mekilta*. The multi-disk set may be used alone or with *Structural Exegesis for New Testament Critics* (Fortress Press, 1990). The demonstration disk is free upon request with any order. Though it's text-based, this software requires a monochrome graphics adapter or color graphics adapter. Version 3.2 (1990)

ISBN 0-8223-6295-3 ..... **$59.95**
Level I educational site license **$500**
Level II educational site license **$750**
Demo **$5**
DOS


An Introductory Lesson on John 10:1-18
23/31
Jesus, the "good shepherd," as MEDIATOR performs a good (EUPHORIC) action on behalf of the "sheep" (BELIEVERS) -- he "lays down [his] life for the sheep" (which is repeated, in one way or another, five times in this brief unit). Jesus performs this positive action "of [his] own accord" (10:18); i.e. Jesus is QUALIFIED as having the a _____ to lay down his life for the BELIEVERS.
FEEDBACK WINDOW: A QUALIFICATION: WILL or KNOWLEDGE?
Press +

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POLITICAL SCIENCE

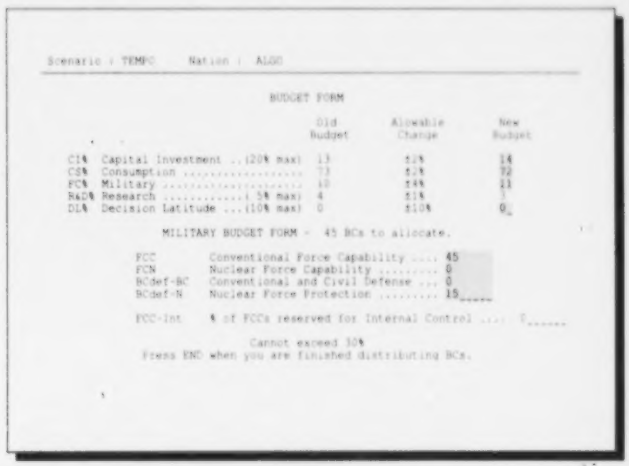
"Compared to other international microcomputer simulations currently available, INS4 is probably the best for teaching purposes in a university setting . . . when examining a broad spectrum of global relationships . . . with the goal of concentrating on decision-making components."
—Robert Mandel, Lewis and Clark College

Inter-Nation Simulation IV, by Bahram Farzanegan, Kevin Fitzpatrick, and Friend Skinner, University of North Carolina at Asheville

Divided into decision-making teams and assigned to prototype nations, students negotiate, trade, avert (or wage) war, and try to control their economies while keeping constituents satisfied so they can retain office. Between rounds they study news and spy reports in class, run micro-simulation forecasts to aid in decision-making, and try out their political influence in meetings with friends and enemies. This new, more elaborate version of our popular courseware, based on Harold Guetzkow's classic model of international relations, includes statistics libraries for various scenarios ("Embargo," "Landlock," etc.), some taken from real world politics; these scenarios can be loaded from disk, or instructors create their own. The author suggests allowing at least 8 class periods for this elaborate and stimulating microcomputer-assisted roleplay; in a pinch a simulation run could be managed with only one computer shared by all in turn, since it's what happens in students' real-time negotiations that counts. Requires 512K, hard disk, printer.

Colleagues often ask us to summarize the respective strengths of this simulation and *Chinese House Game,* to which we say, "*INS IV,* which needs 512K RAM and a hard disk, is completely menu-driven and has excellent prepackaged scenarios, but it does force the instructor to enter the students' decisions manually into the 'master'; *Chinese House Game,* which needs only 256K RAM and two floppy drives, is partially menu-driven and relies strictly on newly created scenarios, but it lets the computer handle the chore of incorporating students' inputs." Both require the instructor to spend some time with the manual and software before introducing it, and to budget several class sessions for the simulation run. Version 1.01 (1990)

ISBN 0-8223-6086-1 ..... **$49.95**
Level I educational site license **$350**
Level II educational site license **$525**
DOS


Scenario : TEMPO Nation : ALGO
BUDGET FORM
Old Budget
Allowable Change
New Budget
CI% Capital Investment ..(20% max) 13 +2% 14
CS% Consumption ..... 73 -1% 72
FC% Military ..... 10 +1% 11
R&D% Research .....(5% max) 4 -1% 3
DL% Decision Latitude ...(10% max) 0 +10% 0
MILITARY BUDGET FORM - 45 BCs to allocate.
FCC Conventional Force Capability 45
FCN Nuclear Force Capability 0
BCdef-BC Conventional and Civil Defense ... 0
BCdef-N Nuclear Force Protection 15
FCC-Int # of FCCs reserved for Internal Control 7
Cannot exceed 10%
Press END when you are finished distributing BCs.

This is a computerized simulation that helps the participants to understand a wide range of phenomena: the nature of the international system; the role of the national decision maker; the process through which complex systems evolve and how they can be manipulated; the way in which decisions influence processes of social, political, and economic development; and cooperation and conflict in a context of different developmental goals. . . . It is, overall, an intriguing and cleverly thought-out simulation.
—Simulation and Gaming

Chinese House Game, by James Lee, American University and Data Resources Inc

As described in the April 1989 *Academic Computing,* this international relations simulation for many players, each representing a country or faction, provides a vehicle for learning the tradeoffs of hands-on global politics. Again, it is based on Harold Guetzkow's classic model: users try to maximize social, political, and economic well-being in an atmosphere of differing development goals and unequal distribution of resources. Runs well on low-end 256K machines but requires DOS 3.1 or higher and a printer. See also the *Inter-Nation Simulation IV* entry. Version 1.1 (1988)

ISBN 0-8223-6019-5 ..... **$49.95**
Level I educational site license **$300**
Level II educational site license **$450**
DOS

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AMERICAN POLITICS

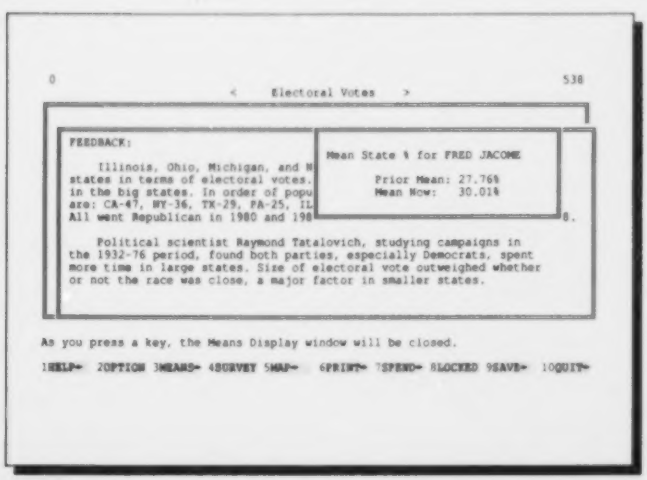
Presidential Campaign!, by G. David Garson, North Carolina State University

With over seven billion "paths" to the Oval Office, *Presidential Campaign!* pits the student against the computer in a simulated race based on actual statistics for 1988, 1984, or 1980 (or a hypothetical "level playing field"). The candidate controls advertising buys and fundraising efforts state by state, regionally, or on a national scale, and he or she can commission polls and study a map of which states are going for whom. But the would-be President has more to worry about than just budgets: candidates' decisions—on allocating other campaign resources, managing his fractious staff, interpreting polls, reacting to current events, recovering from gaffes—drive the results, which can range anywhere from being wiped out to winning by a landslide. Random events, newspaper headlines, and plots threaded through the game also affect electoral outcome given the historical propensities of each state. The "right" answers often depend on your party, whether you're an incumbent, and what you've already said.

Numerous political science studies and journalistic analyses underlie this instructive model; in fact, comments and bibliographic feedback tie the player's decisions to a larger body of professional literature on electoral campaigning than you will find in most textbooks. Some decisions have consequences that build over the course of the simulation, escalating out of control, while others—even bad ones—can be overcome by careful come-backs.

The program includes student record management features, a research mode for assessing performance across user populations, ten instructor-modifiable and eight user-modifiable parameters. The instructor can choose to have each player face the same decisions and random plots, choose whether the simulation run should contain enough material for just one class period or several, and much more. Requires DOS 3.1, a 3½" drive or a hard disk. We strongly recommend a printer and CGA monitor. Version 1.0 (1990)

ISBN 0-8223-6298-8 ..... **$59.95**
Level I educational site license **$470**
Level II educational site license **$720**
DOS


0
538
< Electoral Votes >
FEEDBACK:
Illinois, Ohio, Michigan, and N
states in terms of electoral votes.
in the big states. In order of popu
are: CA-47, NY-36, TX-29, PA-25, IL
All went Republican in 1980 and 198
Mean State % for FRED JACOME
Prior Mean: 27.76%
Mean Now: 30.01%
8.
Political scientist Raymond Tatalovich, studying campaigns in the 1932-76 period, found both parties, especially Democrats, spent more time in large states. Size of electoral vote outweighed whether or not the race was close, a major factor in smaller states.
As you press a key, the Means Display window will be closed.
1HELP► 2OPTION 3MEANS► 4SURVEY 5MAP► 6PRINT► 7SPEND► 8LOCKED 9SAVE► 10QUIT►

Congress and the Presidency, by Jeremy R. T. Lewis, Lehman College—CUNY

This simulation features two interactive role-plays: "Freshman Member of Congress," focusing on interactions (sometimes unpleasant) needed to secure services for one's district in the Bronx during the first week after assuming office (the incumbent had fallen in a corruption scandal); and "Presidential Policymaking," on organizing the Executive Office at the beginning of a term. These little simulations make good matter for class discussions without attempting to usurp the place of a textbook or lecture. With simple Lotus-like menus and multiple-choice decisions, advice and feedback from the computer, and short reading lists, each can be run in one class period. The program requires 384K RAM. Version 1.01 (1988)

ISBN 0-8223-6025-X **$34.95**
Level I educational site license **$250**
Level II educational site license **$375**
DOS

See also ***Research Methodology and Statistics; Datasets; Geography and Mapping; Economics and Business***

♦♦

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♦♦

♦♦

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Inquiries should be addressed to Paul Baerman, Duke University Press, 6697 College Station, Durham, NC 27708 (919) 684-2173

♦♦

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PSYCHOLOGY

"McMinn has produced an interesting piece of computer software . . . good at the level it is designed for—an adjunct to college courses in ethics."
—Choice

"The important message of this software is that institutions and social structures place professionals and people in situations where they must make decisions that may have serious negative implications no matter which path they choose to follow."
—Jennifer Friedman, University of South Florida, in Teaching Sociology

Ethics Case Study Simulation, by Mark R. McMinn, George Fox College

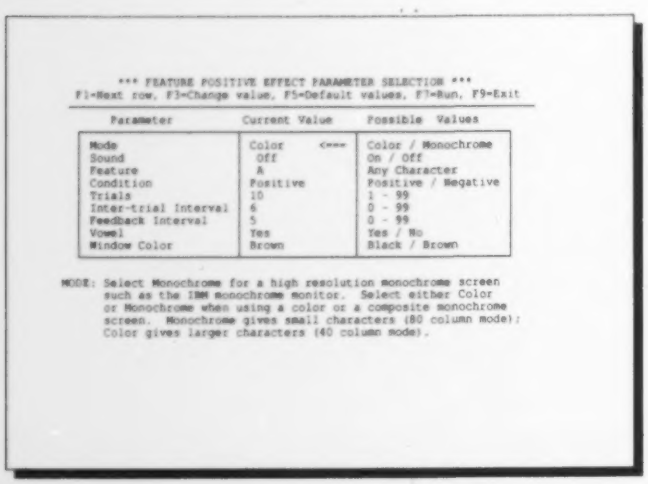
This simple authoring system for text-based branching simulations comes with three examples, two related to ethical decision-making in psychology for undergraduate use. The first deals with confidentiality in a clinical setting; the second probes the ethics of planning, executing, and reporting research. An additional simulation, by G. David Garson, introduces students to Machiavellian writings and ethics by asking them to advise a medieval prince. Note: the included ethical simulations do have "right" answers, but the system can be used to author others that do not. Version 1.1 (1989)

ISBN 0-8223-6053-5 ..... **$39.95**
Level I educational site license **$250**
Level II educational site license **$375**
DOS

Feature Positive Effect, by W. Kirk Richardson, Georgia State University

In this experiment for courses in introductory psychology, research design, experimental psychology, and human learning, a subject sees two trigrams, one of which is labelled "good," and must decide what rule makes them "good." Nine variables are under the instructor's control. Version 1.0 (1988)

ISBN 0-8223-6058-6 ..... **$37.50**
Level I educational site license **$250**
Level II educational site license **$375**
DOS



Siminteract, by Donal E. Muir, The University of Alabama

This simulation of experimental research using a stimulus-response model lets the user create a data set of parameters defining individuals, then run a computer simulation of their social interactions. In the six simulations we provide, the computer can play one, all, or none of the actors while the user plays those remaining. Public domain, with 38-page booklet. Version 1.2 (1987)

ISBN 0-8223-6144-2 ..... **$32.50**
DOS

Attribution Theory, by Jerry Neapolitan, Tennessee Technological University

Teaching the basics of attribution theory using vignettes and hypothetical situations to illustrate points and test comprehension, this tutorial covers Kelley's model of causal attribution, attributions for success and failure, and biases in making attributions. Version 1.0 (1988)

ISBN 0-8223-6008-X **$32.50**
Level I educational site license **$250**
Level II educational site license **$375**
DOS

MemLab, by Harold R. Strang, University of Virginia

This menu-driven package contains six lab exercises illustrating how simple memory aids (mnemonics) can impact the short-term retention of symbols and words. Individual performance feedback is provided participants, and the resulting class-performance tables and graphs can be used as classroom demonstrations. Requires 720K drive or hard disk. Version 1.0 (1988)

ISBN 0-8223-6102-7 ..... **$35**
Level I educational site license **$250**
Level II educational site license **$375**
DOS

The Stroop Effect: Experiment in Cognitive Psychology, by Joel Epstein, University of South Carolina

These two exercises allow students in introductory courses to experience the Stroop Effect, a classic 1935 experiment on automatic processing of information by the brain. Requires CGA display. Version 1.0 (1988)

ISBN 0-8223-6168-X **$32.50**
Level I educational site license **$250**
Level II educational site license **$375**
DOS

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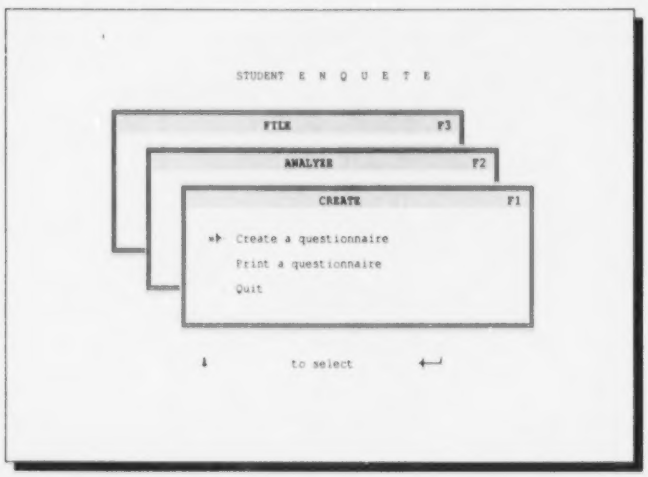
RESEARCH METHODOLOGY and STATISTICS

SURVEY TECHNIQUES

Student Enquête, by Pierre Corbeil and François Larocque

This is commercial-quality survey software in a version limited to 50 questions and 100 respondents. Menu-driven and with well-designed output, *Enquête* offers non-specialists a superb tool for creating and analyzing printed questionnaires, tests or polls. It allows multiple-response (but not open-ended) items, calculates statistics and chi-squares, generates SPSS-compatible data files, and comes with a 140-page manual. Requires 640K, two drives, 80-column printer. Version 2.2 (1989)

ISBN 0-8223-6049-7 ..... **$49.95**
Level I educational site license **$350**
Level II educational site license **$525**
DOS



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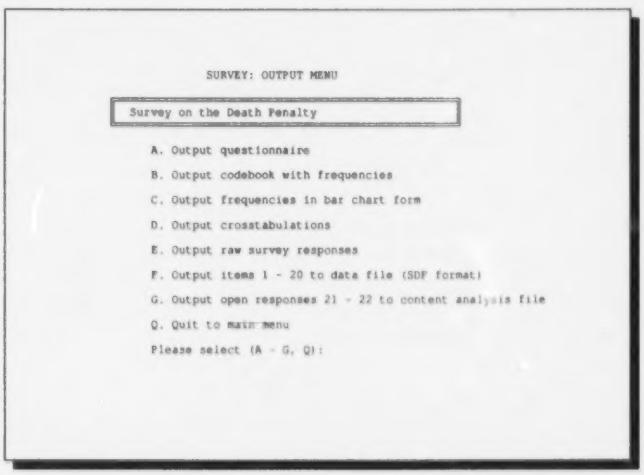
Survey I, by G. David Garson, North Carolina State University

Designed for hands-on learning of survey research, *Survey I* allows a student to create instruments with up to twenty structured and two open-ended items; to add, edit, and delete data on survey respondents; and to output a codebook (with or without frequencies), raw responses in SDF or on forms, frequencies in bar chart form, two-way 2-by-2 tables with chi-square and 8 measures of association, and a text file of open-ended responses. The program accommodates as many respondents as your disk will hold. Version 1.0 (1988)

ISBN 0-8223-6169-8 ..... **$39.95**
Level I educational site license **$250**
Level II educational site license **$375**
DOS


SURVEY: OUTPUT MENU
Survey on the Death Penalty
A. Output questionnaire
B. Output codebook with frequencies
C. Output frequencies in bar chart form
D. Output crosstabulations
E. Output raw survey responses
F. Output items 1 - 20 to data file (SDF format)
G. Output open responses 21 - 22 to content analysis file
Q. Quit to main menu
Please select (A - G, Q):

***"In general, students should have a very pleasant tête-à-tête with* ATTSIM."**
—John W. Murphy, Arkansas State University, in Teaching Sociology

ATTSIM, by Malcolm J. Grant, Memorial University of Newfoundland

Attsim simulates the attitude survey process—with an emphasis on item selection—for classes on public opinion and survey research. Public domain. Version 1.1 (1987)

ISBN 0-8223-6009-8 ..... **$28**
DOS

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TOOLS FOR TEACHING

General Forecaster, by G. David Garson

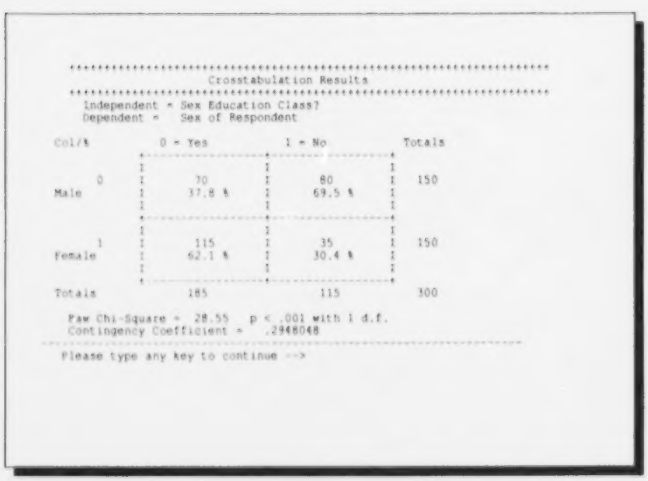
This menu-driven software can help non-programmers generate hypotheses in the exploratory stage of research or policy analysis by regressing up to 17 variables simultaneously, and showing the interrelationships when any one of them changes. In a classroom setting, *General Forecaster* instantly demonstrates the simple or cumulative effects of any variable on any other, using either an included sample data set or the instructor's. It could be very helpful in getting public policy students, say, to grasp intuitively what multiple regression is about. Were the user proficient in writing spreadsheet equations and macros he could construct this kind of model in Lotus—but why bother? Imports Lotus PRN and fixed-length fielded ASCII files. Version 1.2 (1986)

ISBN 0-8223-6072-1 ..... **$39.95**
Level I educational site license **$250**
Level II educational site license **$375**
DOS

Socstatsim, by Ellen Vasu, Michael Vasu, Susan Babcock, and Paul Ridgeway, North Carolina State University

One of our most popular programs, *Socstatsim* uses simulated data to teach multivariate analysis for social science students. This program features easy-to-use menus to aid students in seeking relationships and using control variables. REVISED VERSION, with windows-like interface, available for spring semester. Version 1.0 (1985)

ISBN 0-8223-6151-5 ..... **$39.95**
Level I educational site license **$250**
Level II educational site license **$375**
DOS



```
**********************************************************************
                        Crosstabulation Results
**********************************************************************
  Independent = Sex Education Class?
  Dependent =   Sex of Respondent

Col/%          0 = Yes          1 = No          Totals
               +----------------+----------------+
               I                I                I
       0       I       70       I       80       I   150
Male           I     37.8 %     I     69.5 %     I
               I                I                I
               +----------------+----------------+
               I                I                I
       1       I      115       I       35       I   150
Female         I     62.1 %     I     30.4 %     I
               I                I                I
               +----------------+----------------+
Totals               185              115            300

  Raw Chi-Square =  28.55   p < .001 with 1 d.f.
  Contingency Coefficient =  .2948048
----------------------------------------------------------------------
 Please type any key to continue -->
```

*"**SYNTH** contains many features that would make it appropriate for use in statistics courses. The instructions for using the program are transparent. . . . The graphics are excellent, and the options that are available (e.g., rerunning programs with new seed values, changing the underlying parameters for the simulations, and adding special errors) are well designed . . . . In summary, this is a very nice statistical package."*
—*Robert M. O'Brien, University of Oregon, in* Teaching Sociology

SYNTH: Tools and Exercises for Experimental Design, by Harry H. Hull

SYNTH lets students of introductory statistics, sociological statistics, or psychological statistics explore the advantages and disadvantages of applying various statistical methods to experimental data, helps them recognize and prevent errors in experimental design, and to understand common distributions. Since the program is quite friendly, instructors need not spend a lot of time learning or teaching it, but can get on with the class, leaving *SYNTH* to do its work as a private tutor, a lecture aid, or for homework.

Using simulated data generated with each run (though the user can specify a seed value), the program performs and graphs Student *t*, pair comparison, linear regression, curvilinear regression, multiple regression, two-factor factorial analysis, and Latin Square. The size of random error, randomization, and other parameters is variable, and one can introduce special effects into the simulated data—an apparent time trend, a sudden change in the readings, and so on. Another module simulates the drawing of samples from various population distributions, and again graphs assist intuition to demonstrate dangers and limitations. Further, the student's or instructor's own data can be entered or imported for running the same tests (except Latin Square).

SYNTH requires 512K, 2 drives or a hard disk, and a color graphics adapter. With lots of functionality, this program is a fine value. Demo free on request with any order. Version 2.0 (1989)

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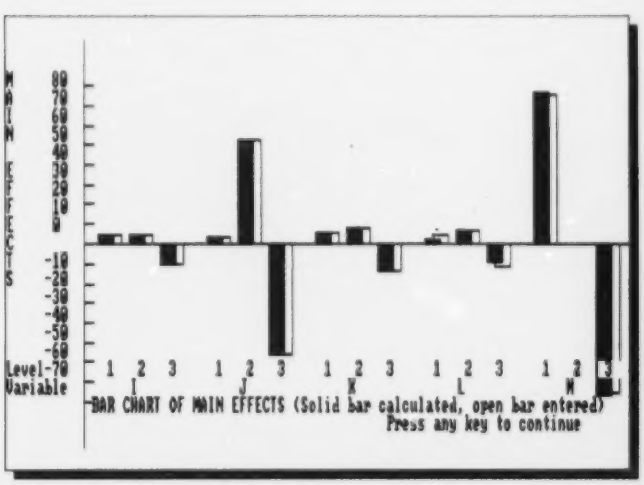
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Level-70
Variable
1 2 3 1 2 3 1 2 3 1 2 3 1 2 3
BAR CHART OF MAIN EFFECTS (Solid bar calculated, open bar entered)
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46

Statistical Consultant, by Robert P. Sechrist, Indiana University of Pennsylvania

An expert system for selecting statistical measures based on University of Michigan decision tree with pointers for SAS, SPSS, and OSIRIS. Public domain. Version 2.06 (1986)

ISBN 0-8223-6167-1 ..... **$32.50**
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Probabilities, by Joseph C. Hudson, GMI Engineering and Management Institute

When interpolation from tables isn't good enough, use this software to compute exact probabilities (to four decimals) for the binomial, negative binomial, hypergeometric, and Poisson distributions, and percentages for the standard normal, Student *t*, chi-square, and *F* distributions. Version 1.1 (1986)

ISBN 0-8223-6128-0 ..... **$37.50**
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STATISTICAL PACKAGES

PC-Datagraphics and Mapping, by Ken Hinze, LSU at Shreveport

Students can import research data to generate three-dimensional pie, bar, and column charts, and "fishnet" trend surface maps; histograms; line charts; scatter-plots with coded points or control variables; scatter-plot matrices; age-sex pyramids; polynomial surfaces; and geographic choropleth maps. With a DIF interface to spreadsheets and databases, this outstanding menu-driven software has proved valuable to researchers in many disciplines. Unlike its high-end cousins which require lots of memory and a big investment, *PC-Datagraphics* buys grad students, centralized campus computer labs, or undergraduate researchers a lot of bang for the buck.

PCDM may seem a bit difficult at first for the novice statistician who is also a novice computer user, but it's a good tool for student research and paper writing. It requires CGA and a "screen dump" printer such as a dot matrix. This software works nicely with *Menu-Stats*, which is sold separately and not required; and with our new *Electronic Atlas Shell*. We highly recommend a hard disk and more than 256K. Version 1.4 (1990)

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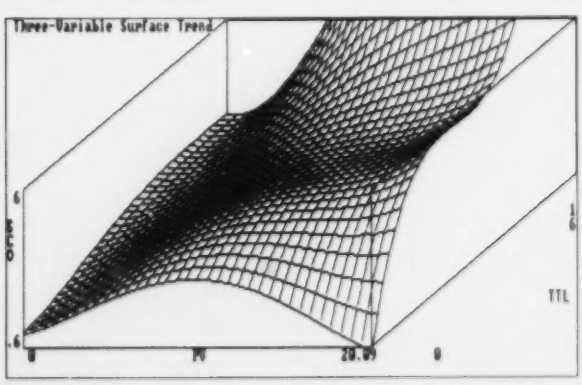

Menu-Stats, by David Anderson, Allegheny College

A user-friendly, menu-driven statistical package—featuring double-precision calculations, file manipulation (transform, subset, merge, rank), descriptive statistics, frequencies, t-tests, correlation (scattergrams, point-biserial, correlation matrices), multiple regression, one-, two-, and three-way ANOVA (factorial design or repeated measures), and ten non-parametric tests—*Menu-Stats* creates datasets up to 640K, imports/exports DIF and Lotus PRN files, or uses *PC-Datagraphics* files directly.

Again, this is a student package, not a substitute for SAS-PC—but what a deal! When ordering, specify whether you need the hard disk, network, or floppy disk version. Formerly *Psych-Stats*. To print bar, line, and scatter plots in APA style for an IBM 7372 or compatible plotter, also order *Psych-Plot*. Version 5.02 (1989)

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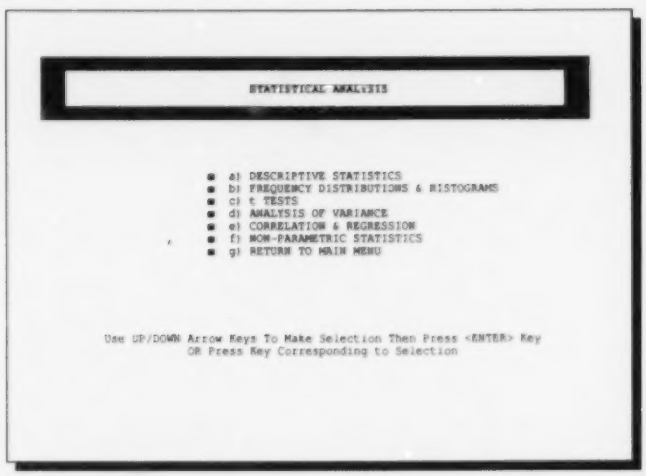
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META: Meta-Analysis Programs, by Ralf Schwarzer, Free University of Berlin

A set of procedures for secondary analysis of empirical research findings in the absence of the original data, *META* probes effect sizes *d* (standardized difference of means), probabilities (one-tailed *p* values), and effect sizes *r* (correlations), and supports transformation of coefficients when findings are reported as *t* values, *F* values, chi-squares, Mann-Whitney *U* values, or other statistics. It performs cluster analysis, assesses the significance of correlations, displays stem-and-leaf correlation diagrams, comes with a built-in data editor, and reads ASCII files. Public domain, but comes with extensive manual. CGA recommended. Version 5.0 (1990)

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Monte Carlo Multitrait-Multimethod Matrix Analysis, by Michael Clark Knoeller and John Iwaniszek, North Carolina State University

This program for researchers and advanced students provides a series of three nonparametric statistical tests conforming to the four criteria for convergent and discriminant validity specified in Campbell and Fiske's classic 1959 article. The included matrix editor makes data file creation a snap, and matrices can easily be corrected for attenuation. Output options include ASCII files of nonparametric and ANOVA results, and square DIF correlation matrices for ready portability. You'll need 512K RAM and a color monitor; we also recommend a printer. Version 5.0 (1989)

ISBN 0-8223-6302-X **$39.95**
Level I educational site license **$250**
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MAP: Multitrait Scaling Analysis Program, by Ron D. Hays, Toshi Hayashi, Sally Carson, and John E. Ware (RAND Corporation)

Based on a simple but elegant methodology, this software uses item frequencies, item and scale descriptive statistics, scale internal consistency estimates, item-scale correlations (corrected for overlap), and correlations among scales for its analysis. A public domain program, it's appropriate for senior or graduate student use. Version 1.0 (1989)

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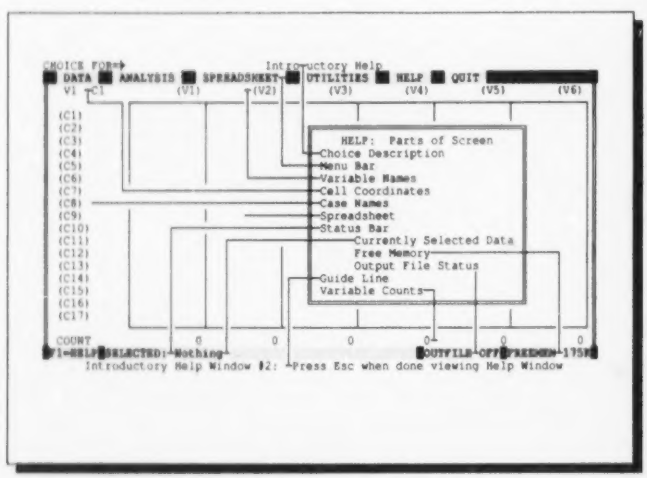

See also ***Geography and Mapping***

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NEW **Symbolic Interaction Theory,** by Jerry Neapolitan, Tennessee Technological University

Beginners to the fascinating realm of symbolic interaction theory will get a quick and painless introduction through this interactive tutorial software. Requiring no instructor supervision, its eight modules divide the territory into manageable chunks using windows and pull-down menus. Requires any 286-based PC with 640K RAM, a runtime version of Microsoft Windows and a color monitor (MS-Mouse optional). Available spring 1991.

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Ethno, by David R. Heise, Indiana University

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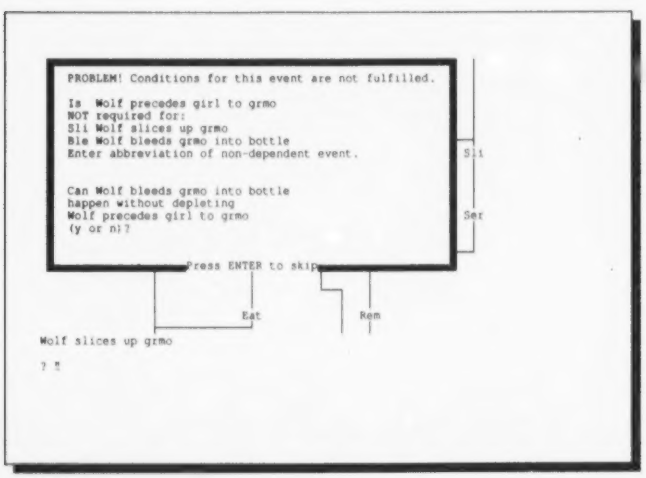

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"Popshow is an excellent tool for mastering the introductory concepts and methods of demography. I recommend it highly for ancillary use in courses at the college or graduate level."
—Philip S. Sidel, University of Pittsburgh, in Social Science Computer Review

Popshow: Introduction to Demography, by George E. Immerwahr, University of Washington

These tutorials offer graphic illustrations and explanations of concepts such as the life table, the demographic transition, standardization and population projections, and changes in population size and composition in the United States and various parts of the world. Useful for a non-majors course, but less fun than *Popsim*. Requires 256K, 1 drive, color monitor. Public domain. Version 2.1 (1990)

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Popsim: International Demographic Analysis, by Laurence L. Falk and Carol J. Falk, Concordia College

An undergraduate-level forecasting program that comes with databases for over sixty countries, the menu-driven *Popsim* shows 100-year population, energy consumption, and GNP forecasts based on user-supplied assumptions about growth rates, migration rates, energy use rates, per capita GNP and GNP growth rates. It also produces population projections by sex in five-year age categories, for which you'll want a dot matrix printer with a "condensed" mode, or a 136-column printer. Version 2.0 (1986)

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DOS

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REVISED **Future Pop,** by Ralph R. Sell, University of Rochester

Using the cohort-component technique to calculate demographically sound population projections as well as projections of crime, consumer expenditures, school attendance, and prevalence of disease, *Future Pop* outputs tables (in absolute numbers or percentage distributions) showing the composition of the projected society, births by mother's age, deaths, migrants and prevalence events by age, sex, and subgroup. Output files can be edited with a word processor, or read by professional statistical programs. Results can also be presented in toto for each year, as a year-by-year series for a single item, or as annual pyramids.

The user supplies ASCII input files describing current estimates of population size and structure, and future fertility, mortality, and migration and event prevalences. We include sample input files for Iran, Egypt, and the United States, but the point is for the user to construct his or her own. Advanced students and researchers really seem to enjoy this population projection system, which requires 512K RAM, two drives or a hard disk. We recommend a printer, too. Version 3.2 (1990)

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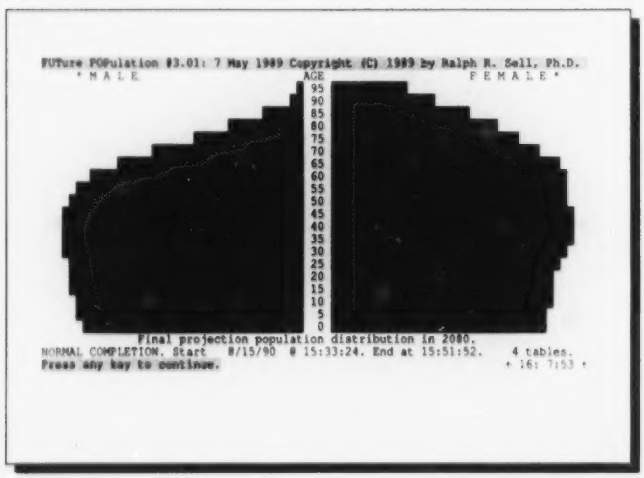

SIMULATIONS

Community Mental Health Model, by G. David Garson, North Carolina State University

This regression-based simulation uses real data to show the strengths and weaknesses of this approach toward policy analysis. The user can change any of the twelve variables (e.g., alcoholism rate) and see the predicted effect on other variables (divorce rate, percent aged living alone, etc.). Version 1.2 (1985)

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—John M. Sullivan, Limestone College

The Poverty Game, by Susan H. Grey, N.Y. Institute of Technology

The Poverty Game involves freshmen or high school students interactively in the implementation of public policies related to the reduction of U.S. poverty. With the task of making ten multiple-choice decisions that affect poverty and inflation rates, students begin to sense tradeoffs and the real depth of the problem as textual and graphic feedback follow each decision. This simulation is not sophisticated but it works well to generate discussion of the issues. The Macintosh version requires HyperCard. Version 2.0 (1989)

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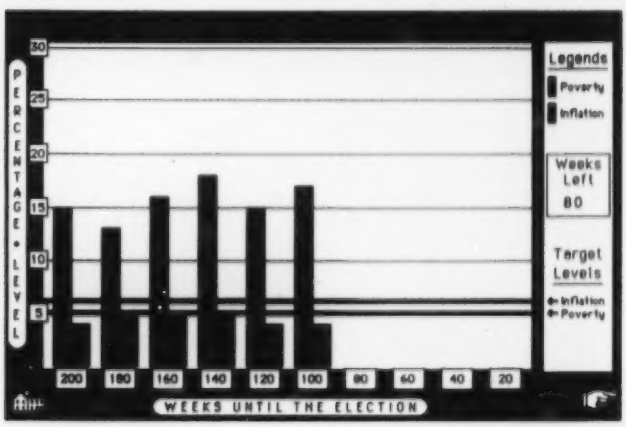

Forecasting: Sociology of the Family, by Kenneth E. Hinze, Louisiana State University at Shreveport

A provoking, exciting addition to introductory courses on sociology or social stratification, this simulation uses thirty-six user-controllable inputs on a single household's spending and income to generate twenty-four outputs on expenses, income, taxes, savings, etc. forecast for a 50-year period. Students conduct experiments such as, "What if we had a baby and my spouse didn't go back to work?" "What conditions are necessary to save enough to send two children to college?" "What are reasonable preparations for retirement?" Departments with courses in this area will want to think seriously about an educational site license on this title. Version 1.0 (1989)

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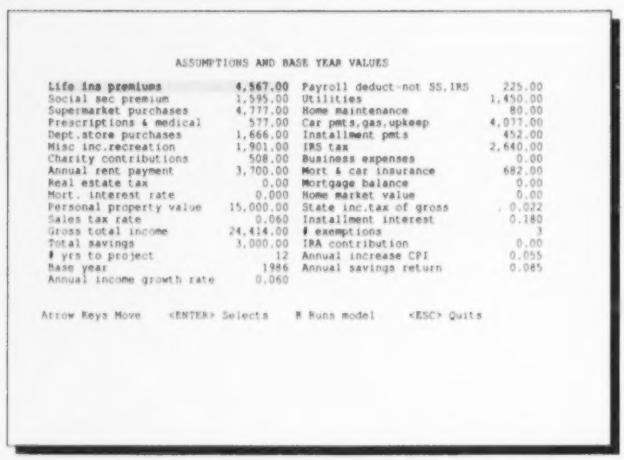
See also ***Research Methodology and Statistics; Geography and Mapping; Datasets***



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